DOCUMENT RESUME

ED 383 154 EC 303 978

AUTHOR	Ratleff, Jana Echevarria
TITLE	Instructional Strategies for Crosscultural Students with Special Education Needs.
INSTITUTION	California State Dept. of Education, Sacramento. Div. of Special Education.; Loyola Marymount Univ., Los Angeles, CA.
SPONS AGENCY	Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE	89
CONTRACT	G008535047
NOTE	103p.; Prepared by Resources in Special Education.
AVAILABLE FROM	Resources in Special Education, 650 Howe Ave., Suite 300, Sacramento, CA 95825 ($15).
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Classroom Techniques; Cultural Differences; Delivery Systems; *Disabilities; Elementary Secondary Education; Ethnic Groups; Instructional Effectiveness; *Limited English Speaking; *Minority Groups; Multicultural Education; *Special Education; Student Placement; *Teaching Methods; Teaching Models
IDENTIFIERS	*California

ABSTRACT

This training manual was developed to assist special education teachers in California who are receiving increased numbers of culturally and linguistically diverse students in their classes. It focuses on effective instructional strategies and modifications of these strategies to accommodate the culture, language level, and ability level of each student. The first section deals primarily with understanding crosscultural issues such as language and culture. It also includes a framework for the appropriate placement of culturally and linguistically diverse exceptional students in special education and discussion of service delivery models. The second section addresses instructional issues relative to crosscultural special education, including components of effective instruction, language of instruction, English as a Second Language, a framework for curricular adaptation, and providing support to ethnic minority parents. The third section introduces specific instructional strategies for use with the core curriculum in the special education classroom. Strategies were selected as a result of a review of the literature and a 3-year statewide ethnographic data collection project on effective practices. (Contains 76 references.) (DB)

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Instructional Strategies For Crosscultural Students

With Special Education Needs

by
Jana Echevarria Ratleff

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Jana Echevarria Ratleff

This training resource manual was funded in part by the Office of Special Education and Rehabilitative Service, U.S. Department of Education (Grant Number G008535047). This grant was a collaborative project between the California State Department of Education, Special Education Division and Loyola Marymount University, Los Angeles, California.

Resources in Special Education
Sacramento, California

Publishing Information

Edited by: Joyce Kirk
Layout and Design by: Gail Levandowski
Special Consultant: Minie Galvan

This publication was prepared for reproduction by Resources in Special Education (RiSE), a cooperative project of California State University, Sacramento with the California Department of Education.
Third Printing, August 1992.

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Foreword

This training manual was an outgrowth of a personnel preparation grant and was developed in an effort to reach the many special education teachers in California who are receiving an increased number of culturally and linguistically diverse exceptional students into their classes. The goal of special education is to equip students with strategies for success within the core curriculum in order for these students to return to the general education program. There is a tremendous need for teachers to be informed about effective instructional strategies that will help meet this goal.

When I began developing instructional strategies, it became clear that the strategies alone are not the key to effective instruction as much as the teacher's approach in implementing the strategies. The approach involves a sensitivity and respect for handicapped students who are from Asian, Black, Hispanic and other culturally diverse backgrounds. Instructional methods are modified to accommodate the culture, language level and ability level of each student. Therefore, there was much more to be covered than only specific instructional strategies.

That is why this manual is divided into three sections. The first deals primarily with understanding crosscultural issues such as language and culture. It also includes a framework for the appropriate placement of culturally and linguistically diverse exceptional students in special education. The second section addresses instructional issues relative to crosscultural special education. The third section introduces specific instructional strategies for use with the core curriculum in the special education classroom.

The content of the manual was developed from a combination of sources: a review of the literature, the results of a three-year statewide ethnographic data collection project on effective practices and practical teaching experiences.

Special appreciation is extended to those educators in the field of crosscultural special education who reviewed the manual and provided input: Leonard Baca, BUENO Center for Multicultural Education, University of Colorado; Nancy (Dew) Cloud, Teachers College, Columbia University; Thelma Duncan, Proficiency in English Program for the Black Learner, Los Angeles Unified School District; Minerva Galvan, Bilingual/Crosscultural Educational Consultant; Brian Leung, Bilingual crosscultural Special Education Consultant; and Robert Rueda, University of Southern California.

This manual is dedicated to special education teachers such as Beth Putnam and Esther Farmer who use innovative strategies in working effectively with culturally and linguistically different exceptional students.

Jana Echevarria Ratleff

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Introduction

One of the greatest needs in education today is to develop and implement programs which educate every student enrolled in our schools. Schools are becoming more and more multicultural—there are more than 100 different languages represented in California's classrooms and the numbers are growing. There are also many different skill and ability levels represented in a given class. School personnel are concerned about providing an appropriate education for each student.

Special education programs are designed to provide services to students with an identified handicapping condition not due to cultural or linguistic differences.

But what about the Black, Asian, Hispanic or other culturally and linguistically diverse student who is struggling academically? Is the lack of academic progress due to the normal second language acquisition process? How does the school respond to the home culture? Is the student's educational program appropriate for his needs? Is there a handicapping condition such as a learning disability? If non-biased assessment does indicate a learning handicap, can the special education program accommodate the student's cultural and linguistic needs?

These are some crucial questions being faced in schools today. The answers are not simple and each case must be considered individually. This manual takes a look at some specific issues related to these and other questions about crosscultural special education.

Focus of the Manual

The focus of this manual is to provide trainers with a discussion of instructional issues in crosscultural special education. It is written in script form with a somewhat informal tone for the trainer to use verbatim. It is specifically written with the special education teacher in mind and therefore introduces strategies that may be effective in the education of Black, Hispanic, Asian and other culturally and linguistically diverse exceptional students within the core curriculum.

The strategies, issues and considerations presented are crosscultural in nature. That is, they are general approaches to be used with all racial and ethnic groups. Information may be extended to specific ethnic groups, but this document can not address each group in adequate detail.

There is an emphasis on standard English language development strategies to promote the acquisition of skills in reading, writing, and oral language. These strategies may also be used in the student's primary language.

Throughout the manual there are references to standard English proficiency and Black language. American Black English is considered by some to be a dialect of standard English and Ebonics by others. For the purposes of this manual, it is referred to as Black language.

The Asian, Black, Hispanic and other culturally and linguistically diverse students referred to throughout the manual are strictly those students with *handicapping conditions*—not ethnic minorities within the general population.

Although many of the strategies are not new, the trainer needs to *emphasize* that teachers must approach these strategies with cultural and linguistic considerations in mind. The process of *reconceptualizing* their approach to instruction in many ways is the key to effectiveness.

It is important for the trainer to note that responsibility for educating culturally and linguistically diverse exceptional students does not "belong" to any one program. In fact, the goal of special education is to provide handicapped students with the tools to eventually return to the general education program. Communication among all personnel is crucial to an effective school-wide educational program.

Design of the Training Program

This program is divided into three sections. Depending upon specific needs, this program may be given in its entirety or the trainer may elect to present certain sections or portions of sections, as shown below.

In whatever manner the material is presented, it is strongly recommended that the first goal in Section I be used as an introduction to any training. This portion deals with cultural considerations and provides the foundation for examining other instructional issues.

The three sections are:

I. What is Crosscultural Special Education?
(Estimated presentation time: 4 - 4 $^{1}/_{2}$ hours)

II. Instructional Issues
(Estimated presentation time: 4 - 4 $^{1}/_{2}$ hours)

III. Instructional Strategies
(Estimated presentation time: 1 $^{1}/_{2}$ - 2 hours)

If the program is not presented in its entirety, some alternatives are:

3-hour option:
Section I — Objectives 1 and 2,
Section II — Objective 1

6-hour option:
Section I — Objectives 1 and 2
Section II — Objectives 1, 2, 3, and 4

8-hour option:
Section I — Objectives 1 and 2
Section II — Objectives 1-3, and 5
Section III — Objective 1

Audience

Although this is an instructional manual geared toward special education teaching personnel, it may also be useful for program specialists, general education teachers, administrators, bilingual education teachers, and paraprofessionals. For some participants certain information may be a review, while others will be exposed to it for the first time. The program content will provide a productive training in either case. The trainer is encouraged to assess the knowledge level of the audience for a more effective inservice training.

This training is applicable to the following personnel:

Special Education Teachers and Paraprofessionals

The emphasis of this training resource is to provide assistance to special education instructional personnel. Therefore, all sections are appropriate for special education teachers and paraprofessionals.

Program Specialists

Program specialists would benefit from the concept of a school-wide approach to special education presented in Section I.

The information in Section II would be useful when working directly with teachers. In addition to the strategies, the cultural and linguistic considerations discussed are crucial to understanding students in crosscultural special education classes. In particular, issues related to language of instruction are very important.

General Education Teachers

All three sections of this manual would be useful for inservice training of general education teachers since few teachers have had specific training on working with the culturally and linguistic diverse learning handicapped students in their classes. In particular, the section on effective instruction and adapting the core curriculum to various levels may be helpful. The information on issues related to language and culture may be valuable for working with the general population of ethnic minorities as well.

Administrators

Section I presents a plan for a school-wide approach to the education of culturally and linguistically different students. In addition, the cultural information would be helpful in gaining a better understanding of the different populations represented in our schools.

Section II offers insight as to how teachers can work more effectively with their culturally different students and parents. Naturally, an effective instructional program, including parental involvement, is of concern to administrators.

Bilingual Education Teachers and Paraprofessionals

Bilingual teaching personnel would benefit from the portions of Section I that explain the school-wide approach, process for appropriate referrals and service delivery models (see goals 3 & 4).

Sections II & III would be useful instructional information for dealing with the learning handicapped students in their classes.

Introduction to Each Section

An introduction for trainers precedes each section. It explains major concepts to be introduced and gives the trainer additional details.

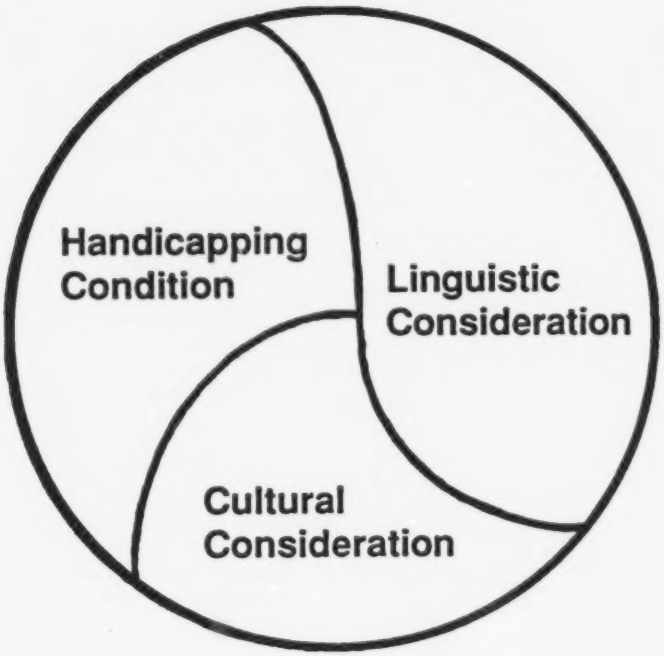
Bibliography

A bibliography follows each section which gives selected references pertaining to that section. These references may be used by the trainer as preparation for the inservice. Also, the references may be given to participants in the form of a handout.

In addition to citing the resources used in preparing the contents of the manual, the bibliography at the end of the manual serves as a valuable source of information for further study about issues pertinent to crosscultural special education.

SECTION I

What is Crosscultural Special Education?



What is Crosscultural Special Education?

Introduction for Trainers

Overview

This section presents some issues that differentiate crosscultural special education from traditional special education programs. It is designed as an *awareness* level training. Participants will be exposed to cultural and language considerations that may be new to them. Be prepared for questions and discussion. The discussion of student study team process and placement options may also prompt questions, particularly the model that advocates joint responsibility between bilingual and special education programs.

Cultural Issues

The objectives outline information about, among other things, the implications of culture on academic performance. Some of the ideas presented may cause the participants to examine their own ideas and stereotypical attitudes toward those who are culturally different.

Many teachers are comfortable with a didactic or lecture style in delivery of instruction. Hopefully, the information on learning style and attribution theory will encourage participants to consider which presentation style is most appropriate for teaching the culturally and linguistically different students with whom they work.

Language Acquisition

Some may question the inclusion of language acquisition in a manual for teachers. However, it is vitally important that educators understand some of the complexities involved with learning a second language. In addition to discussing second language for those handicapped students whose primary language is other than English, this section also brings up the issue of standard English proficiency for speakers of Black language.

There are specific factors that affect the language acquisition process. Particularly when the student has a learning handicap, standard English proficiency may develop at a slow pace and in an uneven manner.

The trainer may want to ask participants to recall their personal experience with foreign language instruction. If the trainer speaks a second language, a brief demonstration of a lesson in that language may be in order. This is quite effective in giving participants the opportunity to feel the emotions involved when one does not understand the language of communication.

Student Study Team Process

The emphasis in this section needs to be on a school-wide approach. The student study team process has several variations. The trainer may want to make adjustments according to district practices. However, the examination of cultural and linguistic

implications must not be omitted. Whatever the form, a student study team should be a multidisciplinary committee that involves the entire school program.

Service Delivery Models

This section looks at various service delivery models. It is designed especially for schools with a monolingual special education teacher and paraprofessionals who are struggling to work effectively with students of limited English proficiency and different cultural backgrounds. Other personnel alternatives available are also introduced.

Two of the models involve a monolingual teacher. One utilizes a bilingual paraprofessional while the other proposes a cooperative relationship between the special education teacher and the bilingual education teacher. These professionals work together to coordinate the development of an appropriate instructional program for the student.

Although potentially effective, the coordinated option may be met with some resistance. Often the bilingual and special education programs are considered separate entities. The personnel may not be acquainted with one another. The trainer should emphasize the need for *communication and cooperation* between programs.

Encourage participants to begin building a relationship with their bilingual colleagues. The special educator may request the bilingual teacher's input regarding instruction of limited English proficient (LEP) students. This is one of many ways to begin sharing expertise with each other.

The third option is for those districts in which appropriate personnel is not an issue. The special education teacher is able to provide instruction in the student's primary language as well as in English.

Time Allotment

This section will take between 4 and 4 1/2 hours to present, depending upon amount of input from the audience and the trainer's presentation style.

What is Crosscultural Special Education?

Objectives and Outcomes

Understanding Crosscultural Special Education

Objective 1	**Participants will develop a framework for understanding crosscultural special education.**
Outcome 1.1	Participants will identify the three (3) components of crosscultural special education.
Outcome 1.2	Participants will name at least three (3) differences between the terms "crosscultural" and "bilingual."
Outcome 1.3	Participants will list at least five (5) factors of cultural diversity.
Outcome 1.4	Participants will name at least three (3) teacher behaviors that characterize cultural sensitivity.
Outcome 1.5	Participants will be able to define "internals" and "externals" as they relate to attribution theory.
Outcome 1.6	Participants will discuss culturally influenced learning styles.

Second Language Acquisition and Acquisition of Standard English Proficiency

Objective 2	**Participants will understand language acquisition issues.**
Outcome 2.1	Participants will list three (3) similarities and differences between first and second language acquisition.
Outcome 2.2	Participants will identify the reason why oral proficiency in standard English is important to speakers of Black language.
Outcome 2.3	Participants will be able to name six (6) factors that affect second language acquisition and acquisition of standard English for speakers of Black language.

Special Education Placement Process

Objective 3 **Participants will develop a framework for understanding the process that leads to special education placement for culturally and linguistically diverse students.**

Outcome 3.1 Participants will explain the purpose of the pre-referral Student Study Team (SST) process.

Outcome 3.2 Participants will name at least eight (8) pre-referral interventions to be tried before Student Study Team referral.

Outcome 3.3 Participants will identify three (3) criteria that SST considers before psychoeducational evaluation is recommended

Outcome 3.4 Participants will explain why testing is conducted in the student's most proficient language.

Outcome 3.5 Participants will name three components of non-biased psychoeducational evaluation.

Crosscultural Special Education Instructional Service Delivery Models

Objective 4 **Participants will develop a framework for understanding instructional service delivery models for crosscultural special education students**

Outcome 4.1 Participants will identify three (3) characteristics of the bilingual support model, the coordinated services model and the integrated services model.

Understanding Crosscultural Special Education

Training Text

Discussion lead-in:
What do we mean by "crosscultural special education?"

Crosscultural special education is a program that is designed to meet the unique needs of students who are culturally or linguistically diverse and who have an identified handicapping condition.

As special educators, you know that the education of handicapped persons has a long historical background. The most significant legislation in recent years was the passage of Public Law 94-142 which guarantees a free and appropriate public education to all students.

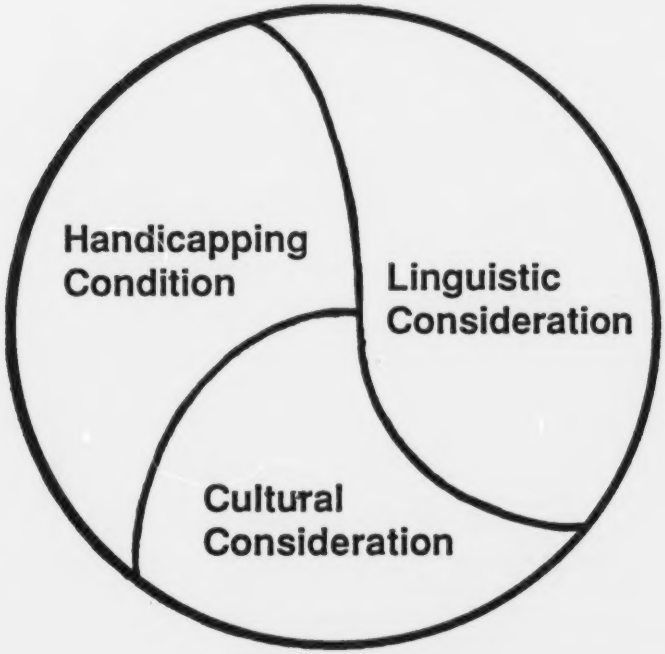
Likewise, the education of culturally different limited English speaking students has an impressive historical background. We have made great strides in this country in recognizing the importance of programs for both the handicapped as well as for the culturally diverse LEP student. However, we now realize that there is overlap in the programs: the handicapped student who is also culturally and linguistically diverse.

What then are the implications for special education? Just as there are accommodations made to educate students with a variety of disabilities in our classes, special education must also allow for diverse cultural backgrounds and varying levels of standard English language proficiency for those handicapped students who are culturally and linguistically different.

Objective 1	**Participants will develop a framework for understanding crosscultural special education.**
Outcome 1.1	**Participants will identify the three components of crosscultural special education.**

TRAINER'S NOTE: Put "Crosscultural Special Education" transparency/handout #1 on the overhead.

Crosscultural Special Education



Crosscultural special education may be compared to a puzzle with three pieces: linguistic considerations, cultural considerations and handicapping condition. In general, each piece would be considered a separate component—that is, a handicapped student does not necessarily speak a different language any more than a culturally different student would be considered handicapped. However, it is the crossover of these three components that makes a crosscultural special education student unique.

It is important to emphasize at this point that the culturally and linguistically diverse students referred to throughout this manual are strictly those students with handicaps—not ethnic minorities within the general population.

Addressing each one of these three components is of paramount importance. For Black, Hispanic, Asian and other ethnic minority students in special education, the components are interrelated.

Linguistic Considerations

This refers to the specific language needs of the student in question. It may involve the primary language or home language of a LEP student, standard English in the case of a speaker of Black language, or English as a second language considerations for a student whose primary language is other than English. There are some native English-speaking students whose family or community speaks another language or dialect. The degree of influence that this situation has on the student's acquisition of English must also be considered and addressed.

Cultural Consideration

Culture has many implications in the instructional setting. The student's culture needs to be considered in terms of learning style, attitude toward learning, culturally appropriate activities, motivational approaches that are culturally appropriate, etc. For those students who are native English-speakers, culture must not be overlooked. While the student may appear to reflect the majority culture because of proficiency in English, the home and community culture may still have a profound influence on the student.

Handicapping Condition

The student's handicapping condition may affect many areas. The nature and degree of the handicapping condition must be considered in order to provide the student with an appropriate education.

Special Education Methodology

Special education strategies are similar to some methodologies employed by bilingual education. These effective teaching strategies are appropriate for teaching culturally and linguistically diverse students and those students who are learning disabled.

1) Comprehensible input. For the limited English proficient LEP student it has been widely acknowledged that information being given must be understandable to the learner at his level of standard English proficiency. This requires such paralinguistic clues as simplified speech, clear pronunciation, and repetition. Also, the use of visuals, manipulatives and a multi-modal approach contribute to comprehension. But what about learning handicapped (LH) students? Aren't these same techniques effective with them? Of course they are. Students with processing deficits and weak discrimination skills also need the information to be comprehensible at their level of understanding. In both cases, with LEP and LH, the key is to present the material in a variety of ways and to use repetition.

2) Respect for the individual. Whether the difference is one of ethnicity or disability, each student must be respected and accepted as an individual. The most frequent teacher variable relative to pupil success is respect for individuals and their cultural background.

Individualized Education Plan (IEP)

The student's IEP must also reflect all three pieces of the puzzle. The goals and objectives for any culturally and linguistically diverse student need to address the following areas:

- Language of instruction for each specific academic subject area.
- Amount of English as a Second Language (ESL) or standard English structured practice and integrated oral language.
- Cultural considerations within the educational program.
- Modifications and strategies for handicapping condition.

This is a crosscultural approach. When all three pieces of the puzzle are addressed, this approach will work for all cultures and language backgrounds.

Throughout the context of this manual, any reference to culturally and linguistically diverse students is specifically referring to handicapped students—not to those culturally and linguistically diverse students within the general population.

Objective 1	**Participants will develop a framework for understanding crosscultural special education.**
Outcome 1.2	**Participants will name at least three (3) differences between the terms "crosscultural" and "bilingual."**

Crosscultural Versus Bilingual

The most common term used for a class of culturally and linguistically diverse exceptional students is bilingual special education. However, that is actually a misnomer. While the tenants of bilingual education are very much a part of crosscultural special education—instruction in the language the students understand best, recognition and respect for students' cultural differences, development of standard English language proficiency—the term "bilingual" may be misleading. While the differences in terms may be in connotation, it is important to note them.

TRAINER'S NOTE: Use overhead and transparency / handout #2 "Differences Between Bilingual and Crosscultural Education."

Differences Between Bilingual and Crosscultural Education

Bilingual implies:

- Instruction is delivered in two languages.
- Students are proficient in at least their primary language.
- The teacher speaks two languages.
- The language groups are homogeneous speaking the same primary language.

Crosscultural implies:

- The program is not limited to foreign language issues; other cultural groups are included such as Blacks and English speakers from diverse cultural backgrounds.
- The teacher has expertise in working with culturally and linguistically diverse students but is not necessarily bilingual.
- A variety of cultural and linguistic backgrounds are represented.

- Primary language instruction does not necessarily take place in the special education room. Coordination with the bilingual program is an option.

Objective 1	**Participants will develop a framework for understanding crosscultural special education.**
Outcome 1.3	**Participants will list at least five (5) factors of cultural diversity.**

Two of the theories regarding cultural diversity are the "melting pot," or assimilation theory and the "salad bowl," or cultural pluralism theory. The melting pot theory says that people may come together from a variety of cultural and racial backgrounds, but that society works best when people form a common culture and abandon their ethnic customs. Everyone blends together in the pot.

The salad bowl or pluralistic theory, on the other hand, involves the idea that, like ingredients in a salad, each culture is different from the other but together they enhance one another. A salad would be boring if all the ingredients were the same. It is the uniqueness of each ingredient that, when mixed together, provides flavor.

This pluralistic theory respects peoples' individuality and is a more realistic approach to the incredibly diverse cultural make-up of our society today. In order to truly appreciate the various cultures in our society, we need to look at the factors of cultural diversity.

TRAINER'S NOTE: Distribute handout #3 "Factors of Cultural Diversity."

It is important to keep in mind that individuals from the same ethnic group may differ in their value system, customs, dialect, etc. Just as there is no one "mold" into which all Americans would fit, there are factors which characterize individual differences within other cultures as well.

Factors of Cultural Diversity

Socioeconomic Background

Socioeconomic factors can have a significant influence on one's cultural values. People from the same ethnic group may differ considerably from one another, depending upon their socioeconomic background. The values of a lower income family who were originally Vietnamese farmers will most likely be very different than the upper income family in which the parents were educated in France and were professionals in Vietnam. A middle-class Black family living in an integrated neighborhood may differ from low-income family living in a housing project. A Hispanic professional from Mexico City may differ from a low income American of Mexican decent.

Country or Region of Origin

Culturally different families come from both urban and rural areas. Many ethnic minorities in our schools are American-born but they may be from a different region of the United States. For example, a Black student may be from another part of the country

and have distinct cultural differences. Also, people from the same ethnic group come from different countries. Blacks immigrate from other countries such as Haiti, Africa, and Panama. Hispanics immigrate from Mexico, El Salvador, Argentina, Honduras, and Puerto Rico, to name some of the countries of origin. Likewise, Chinese families come from Taiwan, Hong Kong, People's Republic of China, Singapore and other countries. Cultural differences exist between the countries. Within some of these countries there are differences among regions: the culture of a family from Oaxaca would be different than a family from Acapulco. Because of the cultural differences among countries and regions, it is important that we be aware of and respect the individual differences of those from the same ethnic group. For example, Cinco de Mayo is a holiday commemorating Mexico's quest for independence and therefore is not celebrated by all Hispanics.

Language Background
Within many countries there are different languages and dialects spoken. In the Philippines, for example, there are regional dialects and various sub-dialects. American Blacks may speak Black language or a variation thereof. People from Taiwan may speak Taiwanese, Cantonese, Mandarin or their sub-dialects. Dialects in Spanish exist within countries but are most common between countries. Spanish spoken by someone from Argentina differs considerably from that spoken by a Puerto Rican. If the family has been in the United States for some time, this may affect the native language of the child. Often students speak their native language poorly because, over time, the English language system influences the language system of their native tongue.

Immigration Background
A significant cultural factor is how long the family has been in this country and the reason they immigrated. Is the student a second generation American or a recent arrival to this country? Why did the family immigrate? To seek political refuge? For economic reasons? To join family members? Also, it is important to know, particularly with those from Mexico, how often they return to their native country.

Educational Background
The educational level and experience of both the parent and child are important. Again, this varies within ethnic groups. The culture of a student from an educated Mexican family will be different than that of an unschooled student who worked in the fields before coming to this country. The Black student whose parents went to college may have different values than the Black student whose parents did not finish high school.

Ethnic Density of the Community
The ethnic minority student who lives in a culturally mixed or predominantly Anglo middle-class neighborhood may differ from a student from the same ethnic group who lives in a community which is predominantly populated by his same cultural group. The Chinese student living in Chinatown may be different from the Chinese student living in a highly integrated community.

Amount of Contact With the Country of Origin
For some people, immigration to the United States meant severing ties to their homeland. For others, the door remains open but because of distance, economics or responsibilities here, they seldom return. Still others come and go between countries several times a year. The student from El Salvador who can barely remember his country of birth may be different from the student who lives in El Salvador part of every year.

Objective 1	**Participants will develop a framework for understanding crosscultural special Education.**
Outcome 1.4	**Participants will name at least three (3) teacher behaviors that characterize cultural sensitivity.**

When one considers working with students from a variety of cultural backgrounds such as Black, Hispanic and Asian, the question arises of how to effectively teach these students. The literature states repeatedly that students perform better and have a higher self-concept when their teacher is not culturally prejudiced.

Given our ethnically diverse schools and the number of different languages represented, it is difficult for teachers to develop in-depth knowledge of the language and cultural backgrounds of each student. This dilemma leads us to examine teacher behaviors that can be generalized across cultures. Certainly there are teachers who are sensitive to the needs of ethnically diverse students. But what constitutes a "culturally sensitive" teacher? What are the behaviors? What characteristics does a culturally sensitive teacher possess? What sets this person apart?

In looking at these questions, I want you to think about your own experience. Does someone come to mind that you consider to be one who exhibits cultural sensitivity in their relationships with students? Perhaps you consider yourself to be this kind of teacher. What are the behaviors involved? In other words, what does it look like, sound like?

TRAINER'S NOTE: Provide attenders with handout #4 "Cultural Sensitivity." Instruct participants to get into groups of three or four.

You will have three (3) minutes to come up with at least five (5) behaviors that demonstrate cultural sensitivity. Work together in your group and be prepared to share one of your ideas at the end of the three minutes.

TRAINER'S NOTE: After three minutes, ask each group to share one idea. (If your situation permits, collect all papers and fasten together. After the inservice, arrange to have the comments typed onto one page and send a copy to each participant. This may be a reference sheet with which to compare their behavior.)

Cultural Sensitivity

What behaviors characterize cultural sensitivity? What does it sound like? What does it look like?

1.

2.

3.

4.

5.

According to other teacher surveys, the following are some behaviors that teachers feel characterize a culturally sensitive teacher:

- Makes home visits and attempts to learn the language.
- Expresses tolerance-making non-judgmental statements about different cultures and different people.
- Encourages students to openly discuss their culture and involves the parents.
- Schedules activities in the classroom that model a specific culture.
- Has body and facial language that communicates acceptance and friendliness.
- Uses primary language or home language and shows genuine concern for students' primary language development.

Objective 1	**Participants will develop a framework for understanding crosscultural special education.**
Outcome 1.5	**Participants will be able to define "internals" and "externals" as they relate to attribution theory.**

Discussion Lead-in:
How do you see yourself in the world? Are you in control of your destiny? Do you realize not everyone views the world from the same perspective?

Studies have been conducted to identify and define differences in perspective. You may already be familiar with some of the terminology of the studies: locus of control and attribution theory. It is important to note that the information in this section is related to theories and should not be attributed to ethnic minorities as rigid characteristics. Such practices lead to stereotyping and the perception that all members of a group have the same unchangeable characteristics.

Attribution theory refers to an individual's perceived control of factors such as success, responsibility or achievement. One's perception of the relationship between actions and outcomes determines if he has an internal or external orientation regarding locus of control.

Persons with an internal attribution in achievement situations tend to perceive themselves as having control. They reflect the typical middle-class American attitude that one's own effort and/or ability determines a successful or failed endeavor. It is believed that hard work and effort will result in success. An internal orientation is represented in our language with sayings such as "self-made man," "pick yourself up by the bootstraps and go on," "you can if you think you can" and so on.

In the classroom this is manifested by the way students with internal attributions respond positively to teachers' suggestions that they do better, that they are respon-

sible for their behavior or that they did a good job. This is all internalized; these students believe and accept the challenge of shaping their future. Internals feel they are in control of their choices and respond accordingly.

On the other hand, persons with an external attribution orientation in achievement situations perceive their fate as being predetermined or out of their control. Luck, chance or other people are responsible for their success and failure. Sayings such as "it was meant to be" or "it was God's will" may reflect an external orientation.

Manifestation of an internal or external locus of control may be situation specific. That is, a student may have an external orientation in certain academic situations but not others; in the classroom but not in social situations. A particular locus of control is *not* an inherent trait but rather the possible result of sociological factors.

In terms of classroom performance, students with external attributions in achievement situations may have difficulty responding appropriately to instruction presented in a manner that assumes intrinsic motivation and an independent learning style. Behavior management plans built on the premise that students recognize the consequence of their actions may be ineffective with some externally oriented students. Studies show that even students who do well academically do not see a strong correlation between their action and resulting outcome.

Some research suggests that locus of control may be related to socioeconomic status, as students from poverty levels experience chronic lack of power over their situation. Many handicapped students also demonstrate characteristics of externals, possibly as a result of continued failure regardless of amount of effort expended.

Researcher Alba Ortiz states that "an external orientation may have devastating effects upon achievement of minority children." Teachers must be aware of the differences in locus of control and not misinterpret the behavior of a student with an external attribution orientation as one of indifference toward academic achievement or lack of ability. In order to address the situation, teachers should stress the connection between and benefits of studying and doing well, obeying the rules and staying out of trouble, etc. Also, emphasis on mistakes should be only temporary and serve to show where the student needs to put more effort. Moreover, student successes should receive special attention with the effort they expended being underscored.

Implications for teachers:

- Attribution must not be viewed as right or wrong, good or bad.
- Attribution may differ according to the situation.
- Be careful not to type-cast students as "being" one orientation or another.

Objective 1	**Participants will develop a framework for understanding crosscultural special education.**
Outcome 1.6	**Participants will discuss culturally influenced learning styles.**

Phillip Chinn (1979) states that:

> "Many educators make the erroneous assumption that culturally diverse children lived in a cultural vacuum before they entered school. In truth, often it is the school which fails to match its methods and curriculum to the child's language, cultural background and learning style. But when the school fails, the child is regarding as deficient."

The extraordinary numbers of ethnic minority students who drop out of school should make us question what it is about our current school system that seemingly excludes these students. If the numbers were small, one could attribute the dropout to individual problems. But with the staggering numbers of students currently leaving school, it appears that schools systematically set up culturally diverse students for failure.

But how? Certainly nobody in this room knows of a teacher who intentionally encourages ethnic minority students to drop out of school.

On the contrary, most teachers try everything they know to present the material clearly so students will pass the tests. They let students know they are available to help, when requested. Some even stay after school to provide a study hall. What these well-intentioned teachers may not realize is that the types of methods they may be using could be ineffective for culturally diverse students. Research indicates that learning style plays an important role in school performance. Let's take the above mentioned methods one at a time and discuss how they may be inappropriate.

Teacher presents information

The lecture-style presentation is the most frequently used teaching style— even with teachers who think they involve students in the lesson. This didactic approach assumes not only a level of language proficiency which enables the student to process the information, but also assumes the student responds to this approach as would an Anglo, middle-class student.

Janice Hale-Benson, author of several publications on Black culture, language and learning style, states that the school's approach to cognitive organization is analytic (i.e. a more independent learning style). Those children who function with a different learning style will be poor achievers and the situation will become worse as they move to the higher grades.

Research shows that some cultures are peer oriented and prefer a cooperative approach. Many ethnic minority students respond better to learning environments similar to their own cultural learning experiences: social-centered materials and techniques; cooperation among students; verbal tasks; and learning by modeling and imitation.

Teacher gives a test to check comprehension

Even if the written test is at the student's level of standard English proficiency, preparation for the test may be different than the teacher assumes. Some ethnic minority students have a different learning style than the analytic, independent approach they are expected to take. They may experience some difficulty working independently, developing a plan for studying the material, or being able to break the information down into components, (Vasquez, 1975 in Ortiz, 1986) which are the kinds of tasks the teacher assumes the students will do in preparing for the test.

The actual test-taking experience may pose its own set of problems. Tests are geared toward individual performance and often generate competition with peers, especially when graded on a curve. This is not a motivating situation for those students whose culture values cooperation. Some Hispanics and Native Americans, for example, value one's own contribution to the group over competition within the group.

In addition, as externals, when these students do not do well on a test, they may not know how to change their behavior, i.e. study habits, to change the outcome. Remember, externals frequently do not see clear cause-effect relationships in the academic arena (Ortiz, 1984).

Teacher is available for help outside class time
While admirable on the teacher's part, spending time in study hall may be unrealistic for some culturally different students. Although education is valued, many ethnic minority students have family responsibilities that come first. For example, in the Mexican culture, many times if the choice is between attending school and doing something for the family, the family's immediate needs come first. Family solidarity is very important. In the Black family, older siblings, especially females, have responsibility for child care and household chores.

Although the behavior of some of these students may appear to lack motivation to do well in school, it may actually be an issue of self-perspective and learning style. Teachers need to take these issues into account and begin to accommodate these differences if we are to reverse the current trend of alienating ethnic minority youngsters from school.

Conclusion

Crosscultural special education is a program that is designed to meet the unique needs of students who are culturally and linguistically diverse and who also have an identified disability—the three pieces of the puzzle. "Crosscultural" indicates that it is *not limited* to disabled students who do not speak English, but encompasses all ethnic cultures and levels of standard English proficiency. A key characteristic of an effective crosscultural special education program is respect for the individual regardless of handicapping condition, culture or level of standard English language proficiency.

Second Language Acquisition and Acquisition of Standard English Proficiency

Training Text

Introduction

Some researchers have made a distinction between learning a language and acquiring a language. Most of us studied a foreign language in school —yet few of us actually speak that language as a result of the learning! Research shows that the fastest and most effective way to grasp a new language is to acquire it, or "pick it up" as we sometimes say. That is, when one has been around a language, whether through traveling, a friend who speaks the language, or living abroad, they often say they picked up the language. What they mean in technical terms is that by virtue of experiencing the language used in context, they acquired it. They lived it, saw it, felt it—it was comprehensible.

Objective 2	**Participants will develop a framework for understanding second language acquisition and acquisition of standard English proficiency for speakers of Black language.**
Outcome 2.1	**Participants will list three (3) similarities and differences between first and second language acquisition.**
Outcome 2.2	**Participants will identify the reason oral proficiency in Standard English is important for speakers of Black language.**
Outcome 2.3	**Participants will be able to name six (6) factors that affect second language acquisition and acquisition of standard English for speakers of Black language.**

TRAINER'S NOTE: Put transparency / handout #5 "Similarities and Differences in First and Second Language Acquisition" on overhead on overhead. Encourage participants to take notes.

Similarities and Differences In First and Second Language Acquisition

SIMILARITIES

First Language	Second Language
1. Silent Period	
• baby receives abundant input before first talks	• *listens.* • *does not speak right away*
2. Order of Acquisition (for example, present tense grammatic form followed by past tense)	
• a general order in acquisition of sound system, vocabulary, syntax and grammar, i.e.	• *easier sounds, forms and words learned before more complex, i.e.*
mama, dada, bye-bye, I go (acquired in a series of steps)	• *subjunctive never learned first; grammatic forms are not learned in exactly the same order but in generally similar steps*
3. Errors	
• mistakes made	• *mistakes made*

DIFFERENCES

Second Language (The following characteristics are not as prevalent in a first language.)
1. Avoidance
• of topics, tenses, words, situations, etc.
2. Social and cognitive strategies
• repeating to oneself, starting and stopping a sentence several times
3. Code-switching from primary language
• interjecting words from other language
4. Psychological and physiological factors
• affective barrier, emotional "memory loss," fatigue
5. Language attrition/loss
• loss is systematic; as a second language is being acquired there may be loss of first language

Black Language

Black language, known also as Ebonics, is a language system used by a large percentage of the Black community. Historically, it has been treated as a substandard variety of standard American English. However, Black language is now recognized as a language form that is cohesive and consistent, particularly in morphology and syntax. Many of the structural forms have been traced back to West Africa.

For most teachers, the study of black language has not been part of their training. However, it is important for teachers to be aware that Black language is a rule-governed system and that it differs from standard English in predictable ways. Moreover, it is important for teachers to understand some of the characteristics of Black speech behavior and linguistics and their effect on reading, writing and other academic areas. As with any other language, its use is not "incorrect;" rather, the emphasis should be on the situational appropriateness of its use.

Sara Michaels (1980) points out that oral discourse skills of children are important precursors to literacy skills. However, the standard English used in books may not reflect a Black child's speech patterns. Moreover, when the child writes in patterns that reflect his speech, it is considered "incorrect."

Jean Harber (1978) feels that performance of Black students may improve on reading tests if the effect of Black language interference were discounted. Consider the following examples:

1) Scores on word recognition would improve if errors attributable to nonstandard English were ignored;

2) Scores on reading would improve if it were recognized that slow production may be due to a translation process;

This notion has implications for academic performance in the classroom as well.

While it is important for students to achieve standard English literacy skills, the development of *oral language* is a key strategy that facilitates learning in reading, writing and other academic areas. In fact, oral language development should be emphasized during the teaching of reading and writing (California State Board of Education Policy Statement on Proficiency in Standard English for Speakers of Black Language, 1982).

It has been suggested that Black students who are orally proficient in standard English tend to perform better in reading and other academic areas than those whose dominant speech pattern is nonstandard English. Thus, for Black special education students, it is recommended that objectives related to proficiency in standard English be part of the IEP.

TRAINER'S NOTE: Contrastive comparison of other languages has been done. Only recently has this been done with Black language. For contrastive speech behaviors of Black language and standard English, see the Appendix.

Because Black language differs from standard English in syntactic structure, vocabulary, and grammatical rules, it is considered by some linguists to be a separate language. Therefore, the following factors might apply to speakers of Black language as much as speakers of Cantonese, Tagalog, Spanish or any other primary language.

TRAINER'S NOTE: Put transparency/handout #6 "Factors That Affect Second Language Acquisition and Acquisition of Standard English" on the overhead projector. Encourage participants to take notes.

Factors That Affect Second Language Acquisition And Acquisition of Standard English

(Handout)	*(Trainer's Comments)*
1. Motivation and Attitude	*Positive attitude and motivation have been shown to encourage successful acquisition of a language.*
2. Age	*Too old or too young, optimal age is 3-13. Adults have more knowledge and language experience so they learn faster, but have pronunciation problems (accent).*
3. Access to the language	*Peer interaction positively affects acquisition.*
4. Personality	*Extroverts may enjoy initial success but personality does not affect long term progress.*
5. Level and type of first language acquisition	*Primary language is the foundation for second language acquisition. Higher primary language proficiency means easier second language acquisition.*
6. Quality of instruction	*Good teaching, including comprehensible input rather than a drill approach, promotes acquisition.*
7. Intelligence	*Only affects ceiling level.*
8. Handicapping conditions	*Hearing impairments, mental retardation, sensory processing deficits and memory skill deficits may have a negative affect on acquisition of a second language as well as the first. Students with communication problems in the first language will tend to have problems in the second language as well.*

Conclusion

As you can see, the acquisition of a second language is different than acquiring one's first language. Also, there are many variables that impact level of proficiency.

Naturally, a student with a learning handicap will require more time to learn a second language. Knowledge about the complexities of second language acquisition will hopefully make us more understanding teachers when working with culturally and linguistically diverse special education students.

Special Education Placement Process

Training Text

Introduction

A common concern in schools today is how to meet the educational needs of every student enrolled. Classes contain students with various ability levels and cultural backgrounds. Not all of these students are making sufficient academic progress. But why not? Does the student's program fail to accommodate his cultural and linguistic characteristics? Does the child simply need more time to adjust to a new setting and culture? Is there a learning disability? Is the slow academic progress the result of acquiring a new language?

Each situation is different and must be considered individually, but there is a systematic process which may be helpful in the appropriate placement of culturally and linguistically different students in special education.

Objective 3	**Participants will develop a framework for understanding the process that leads to special education placement for culturally and linguistically diverse students.**
Outcome 3.1	**Participants will explain the purpose of the pre-referral Student Study Team (SST) process.**

Discussion Lead-in:
What is a "Student Study Team or SST process?"

TRAINER'S NOTE: Field several responses from the audience. Participants might use other names for SST such as Child Guidance Team.

The SST process involves a school-site committee designed to provide intervention for students referred due to lack of academic progress or inappropriate behavior. This referral comes after insufficient progress was made in response to the classroom teacher's interventions.

The committee typically consists of general education members such as a designated administrator, general education teacher, nurse, bilingual education teacher, counselor and parent. This committee looks at the student's strengths and problem areas to develop plans for intervention.

When appropriate, special education support staff will join the SST. These specialists may include a psychologist, adaptive physical education specialist, special education teacher, speech/language specialist, etc.

The committee encourages parent participation. It is preferable that the interventions recommended by the SST include collaboration between the home and school. If the parent does not speak English, the SST may be conducted in the parent's language or a translator may be used.

The Student Study Team process serves any student enrolled in the school. This process is especially helpful when dealing with a culturally or linguistically different student because the team approach assures a more comprehensive examination of the student.

This pre-referral process involves several steps. They are:

1) Interventions are tried and documented in general or bilingual class.

2) If interventions prove unsuccessful, the student is referred to the Student Study Team.

3) The Student Study Team reviews the case and make recommendations for further interventions. These interventions may involve school personnel other than the classroom teacher. This is a school-wide approach.

4) When SST interventions do not yield satisfactory results, the student may be referred for a psychoeducational evaluation.

5) When results of the psychoeducational evaluation indicate a learning handicap, special education placement may be recommended.

As you can see, the SST process is quite comprehensive. It looks at the whole child and takes into account cultural implications and language proficiency. Special education placement is not even a consideration until many interventions have been tried. This process greatly reduces inappropriate referrals to special education.

Let's examine the process one step at a time.

Objective 3	**Participants will develop a framework for understanding the process that leads to special education placement for culturally and linguistically diverse students.**
Outcome 3.2	**Participants will name at least eight (8) pre-referral interventions to be tried before Student Study Team referral.**

The student's classroom teacher must provide documentation of interventions that have been tried with the student in question prior to SST referral.

Let's take a look at a couple scenarios to develop interventions the classroom teacher might try.

TRAINER'S NOTE: Instruct participants to divide into groups of three or four. Distribute handout #7 "Scenario I." Tell them they have eight (8) minutes to come up with several interventions as a group. (If appropriate, mention that this activity will help prepare them in their consultation role by suggesting possible interventions to assist classroom teachers.)

GUIDELINES FOR TRAINER: Some areas participants should address when exploring interventions in the two scenarios are:

1) Language diversity issues

2) Motivation level

3) Family dynamics

4) Learning style

Scenario I

Chen is an eleven-year-old student from Taiwan who has been in this country since second grade. As a sixth-grader he is classified as fluent English proficient (FEP) although English is not his first language and his family speaks Cantonese in the home. His classroom teacher reports that Chen has a tendency to daydream quite a bit and therefore does not complete assignments.

He is currently reading at the fourth-grade level and has not made much progress the past few months. Math is his strongest academic area. He does well when working in his math group but usually falters when left to work independently. He is well liked by peers and has good social skills.

What suggestions would you give Chen's classroom teacher?

1.

2.

3.

4.

5.

TRAINER'S NOTE: When the allotted time is up, ask each group to share its interventions. List each intervention on an overhead transparency for the group to view. When discussion of the scenario is complete and all suggested interventions are listed, distribute handout #8 "Scenario II."

Scenario II

Marisa is a Spanish-speaking tenth grader. She came to the U.S. two years ago and was placed in the eighth grade with her chronological-age peers. She attended school in Mexico through the sixth grade and was working with her mother in a factory before immigrating.

Most of her bilingual teachers share the same concerns: Marisa has poor attendance, does not complete homework and is reading well below grade level. When she is in class she prefers to talk to friends rather than work. The teachers feel she has the ability to do much better academically but lacks motivation. Marisa's ESL teacher reports that she is not progressing satisfactorily but is not sure if it is due to a problem such as poor memory or simply a result of absenteeism.

What suggestions would you make to these teachers?

1.

2.

3.

4.

5.

TRAINER'S NOTE: After distributing handout "Scenario II," follow procedure above using overhead to record responses. Tell group that they will receive a copy of the complete list of interventions for their future use.

You have made some good suggestions that may be of assistance to classroom teachers. In addition to the interventions you suggested, let's look at some additional possibilities that teachers have used.

TRAINER'S NOTE: Distribute handout #9 "Prereferral Interventions." Read through each one and ask for participants' comments.

Prereferral Interventions

1. Conference with student.
2. Parent involvement through conference, class visits, assistance at home. Parent may provide insight regarding cultural attitudes or practices.
3. Change seat, possibly next to a peer who speaks the same primary language and can offer assistance.
4. Study carrels.
5. Time-out.
6. Develop reward system/behavior modification that is culturally appropriate.
7. Assertive discipline.
8. Special contract and/or agreement that is culturally appropriate and written in the primary language.
9. Emphasize student's strengths by special recognition.
10. Provide buddy/tutorial system.
11. Modify assignments to academic level and language proficiency level.
12. Academic regrouping, possibly with group that has same-language peers.
13. Remedial reading.
14. Remedial math.
15. Classroom change for subject area.
16. After school help/counseling with person knowledgeable about student's language and culture.
17. Use of different materials.
18. Tutoring (cross-age, classroom aide).
19. Reteaching.

20. Daily rehearsal of student goals.
21. Use of other learning modalities.
22. Increase comprehensible input.
23. Adapt instruction to student's learning style.
24. If student has an external locus of control, stress connection between effort and outcome.
25. Increase ESL instruction.
26. Increase primary language instruction.
27. Increase standard English structured practice and integrated oral language.
28. Explore different teaching methods.

When these or other interventions are ineffective in resolving the problem, the student is referred to the Student Study Team.

Objective 3	**Participants will develop a framework for understanding the process that leads to special education placement for culturally and linguistically diverse students.**
Outcome 3.3	**Participants will identify three (3) criteria that SST considers before psychoeducational evaluation is recommended.**

Since the SST is an intervention committee, it is crucial to have a comprehensive picture of the student in order to make appropriate recommendations. Therefore there are several areas that need to be examined by the team before recommendations are made. These areas are as follows:

TRAINER'S NOTE: Use transparency/handout #10 "Student Study Team Summary" on the overhead. Write in specific examples as you explain each area.

Student Study Team Summary

1) **Strengths**
In this area the team looks at the student's strengths such as good attendance, friendly, above average in math, good visual memory, etc. By identifying strengths, the committee focuses on the student's capabilities. This will assist in the remediation process. It is important to begin on a positive note, especially if the parent or student is in attendance,

2) **Known information**
This includes information about the family such as number of siblings, home language, immigration process, with whom the student lives, etc. Health information is noted such as student's vision and hearing. Other information such as standardized test scores, amount of bilingual instruction or special education services received and record of behavior problems are listed.

3) **Known modifications**
Usually the classroom teacher provides this information. This refers to modifications tried prior to referral including number of parent contacts, increased comprehensible input, change of seat, ESL, contract, etc.

4) **Areas of concern**
Typically this involves academic and behavioral concerns but can include such things as family issues. Some concerns might be that the student is disruptive, has trouble focusing, does not complete assignments, poor hygiene, instruction has not sufficiently developed language skills, uneven academic development, etc.

5) **Questions**
These questions would be pertinent to the areas being examined. For example: Is the student making progress in ESL? What is his learning style? How much primary language instruction does he receive? and regarding the family, What is the structure of the family household?

6) **Strategies**
Team members make various recommendations such as a written contract in the primary language with specific behavior reward, home visit by specific personnel, older student peer tutor, send out of class, call Children's Protective Services to inquire about abuse, etc.

7) **Actions**
This is where the team prioritizes what should be done in the student's case. Actions such as "send out of class," "contract" and "call home" are listed.

8) **Who and when**
This corresponds with the actions. An appropriate team member is assigned to each action. For example, the member who makes a home visit should speak the family language. The assigned member is responsible for carrying out the action and is given a written deadline for completing the action.

If the area of concern persists after the pre-referral process has been followed, the student may be referred for psychoeducational evaluation.

Objective 3	**Participants will develop a framework for understanding the process that leads to special education placement for culturally and linguistically diverse students.**
Outcome 3.4	**Participants will explain why testing is conducted in the student's most proficient language.**

When assessing a student, whether it be cognitive testing by a psychologist, a speech/language evaluation or competency-based evaluation by a teacher, it must be conducted in the student's most proficient language.

The most proficient language may not necessarily be the student's primary or home language; it is the language the student has the strongest command of and is most comfortable with. This is determined by administration of a language proficiency test such as the Language Assessment Scales (LAS), one of several California state-approved tests.

If the most proficient language is other than English, testing should also be done in English to provide comprehensive data on language proficiency. Even if the student does not speak English, testing may indicate that receptive language is being developed although expressive language is not present.

Testing in the most proficient language helps decrease test bias. That means the test results should give a more accurate indication of the student's cognitive or academic functioning level, not ability to speak English. If a student does not fully understand English, the answers on an English test would not truly reflect cognitive development.

This applies to the non-English speaker, the limited-English proficient speaker and the student who speaks Black language.

Objective 3	**Participants will develop a framework for understanding the process that leads to special education placement for culturally and linguistically diverse students.**
Outcome 3.5	**Participants will name three components of non-biased psychoeducational evaluation.**

In the case of a culturally or linguistically diverse student, when the SST recommends a psychoeducational evaluation, it is conducted by members of the multidisciplinary team such as the school psychologist, and speech/language specialist. The evaluation *must* go beyond traditional psychometric testing. This is because these particular LEP or non-English proficient (NEP) students were not included in the norming sample

when the tests were standardized. Therefore, the *primary data sources* of a psychoeducational evaluation are:

1) Testing	Conducted in the student's most proficient language.
2) Observations	In the classroom and in social situations, if appropriate. This gives the assessment personnel a different view of the student working in an environment other than a testing situation.
3) Interviews	With the student's parents, student (if appropriate), siblings, teachers or any other appropriate person who may add to the comprehensive study of the student.

Data from these three sources need to be integrated by the multidisciplinary team to come up with the most appropriate diagnosis.

An IEP team convenes to discuss results of the assessment and recommend placement. Cultural and linguistic influences on performance will be considered when placement is recommended. The written IEP will reflect culturally appropriate goals and objectives. Subjects in which student will receive primary language and ESL instruction or standard English development must be clearly designated on the IEP.

Conclusion

Placement in a crosscultural special education class comes after a procedure has been followed that ensures appropriate placement. This procedure includes: 1) interventions in the general class are tried and documented; 2) the Student Study Team interventions and recommendations are tried and documented; and 3) a psychoeducational evaluation is conducted in the student's most proficient language and the results indicate a learning handicap.

Crosscultural Special Education Instructional Service Delivery Models

Training Text

Introduction

In the past, a great deal of attention with regard to culturally and linguistically different exceptional students was focused on assessment of these students, mostly because of litigation. Once a disability had been identified and special education placement recommended, it was sometimes difficult to find an appropriate program in which to service these youngsters. Today's schools have several placement options for service delivery.

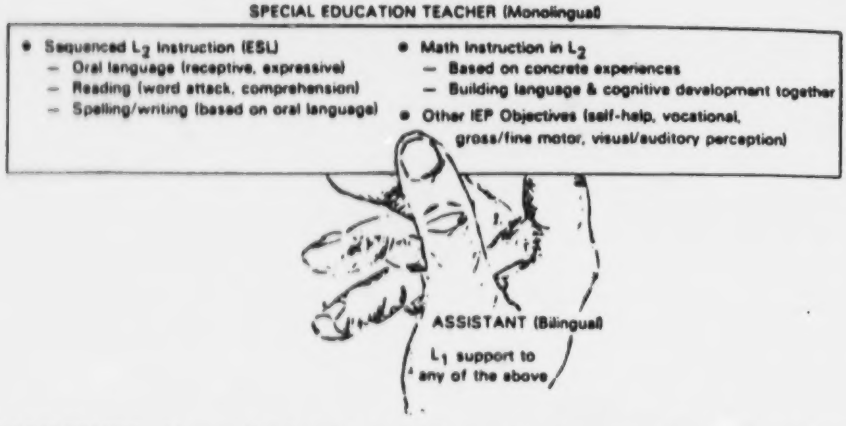
Objective 4	**Participants will develop a framework for understanding instructional service delivery models for crosscultural special education students**
Outcome 4.1	**Participants will identify three (3) characteristics of the bilingual support model, the coordinated services model and the integrated services model.**

TRAINER'S NOTE: Put transparency/handout #11 "Service Delivery Options for Exceptional Bilingual Students" on the overhead projector. Discuss each option.

The following illustrations are taken from A. Ambert and N. Dew, "Special education for exceptional bilingual students: A handbook for educators," (1982), p. 85. Milwaukee, WI: Midwest National Origin Desegregation Assistance Center.

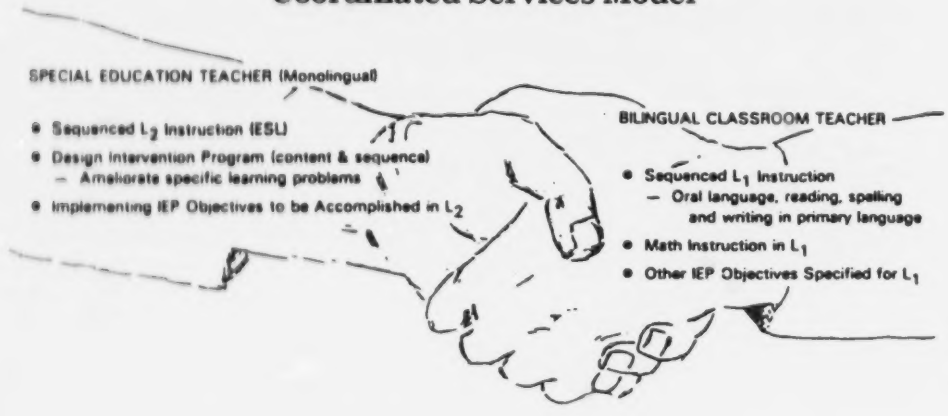
Service Delivery Options for Exceptional Bilingual Students

Bilingual Support Model


SPECIAL EDUCATION TEACHER (Monolingual)
• Sequenced L_2 Instruction (ESL)
– Oral language (receptive, expressive)
– Reading (word attack, comprehension)
– Spelling/writing (based on oral language)
• Math Instruction in L_2
– Based on concrete experiences
– Building language & cognitive development together
• Other IEP Objectives (self-help, vocational, gross/fine motor, visual/auditory perception)
ASSISTANT (Bilingual)
L_1 support to any of the above

TRAINER'S COMMENTS: Naturally, for this model to work effectively, the bilingual instructional aide must receive appropriate training for the tasks and responsibilities they will be asked to perform. This training would include information specific to working with special education students. Likewise, the monolingual teacher should be familiar with issues in bilingual education. A resource to assist in this is the California State Department of Education handbook, Bilingual Instructional Aides.

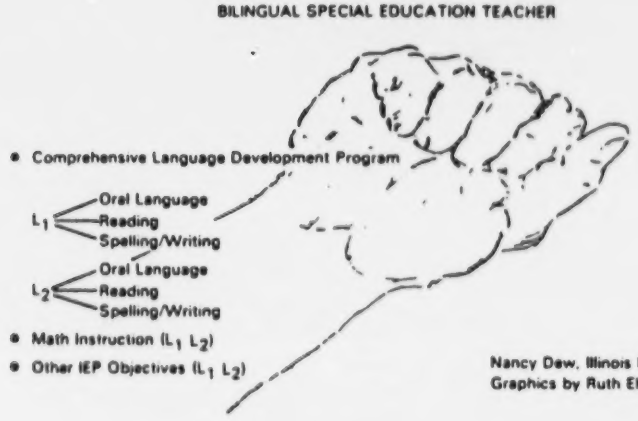
Coordinated Services Model


SPECIAL EDUCATION TEACHER (Monolingual)
• Sequenced L_2 Instruction (ESL)
• Design Intervention Program (content & sequence)
– Ameliorate specific learning problems
• Implementing IEP Objectives to be Accomplished in L_2
BILINGUAL CLASSROOM TEACHER
• Sequenced L_1 Instruction
– Oral language, reading, spelling and writing in primary language
• Math Instruction in L_1
• Other IEP Objectives Specified for L_1

TRAINER'S COMMENTS: For bilingual education and special education to interface, more than meetings between the programs are required. There must be a mutual understanding of the other program's goals and philosophy, as well as problems. For example, the special education teacher needs to be aware that one of the basic goals of bilingual education is to develop English proficiency. An understanding of the importance of primary language instruction and how that is carried is necessary. There are many misconceptions in this area.

Likewise, the bilingual teacher needs to be aware of special education's emphasis on preparing students to return to the general program. Some teachers may fear students will be labeled for life. Also, knowledge about the IEP process would be useful, especially since bilingual teachers are a valuable resource for suggesting appropriate IEP language and cultural goals and as translators.

Integrated Services Model



Nancy Dew, Illinois Resource Center, 1982.
Graphics by Ruth Ellen Finn.

TRAINER'S COMMENTS: In addition to being dual certified in bilingual education and special education, this teacher needs also to be able to develop and implement competencies specific to the unique needs of the crosscultural exceptional student. With this model, instruction is given by the special education teacher in the primary language and English, as appropriate. However, instruction is not delivered simultaneously in two languages since this has been shown to be the least effective method of bilingual instruction.

TRAINER'S NOTE: While leaving the "Service Delivery Options" transparency on the overhead projector, instruct participants to form groups of three. Provide handout "Service Delivery Match-up." The groups will have five (5) minutes to complete handout based on information given on the overhead projector.

Service Delivery Match-Up

Put the appropriate letter next to its corresponding statement:

S = bilingual support model
C = coordinated services model
I = integrated services model

___ Monolingual teacher provides math instruction in the second language based on concrete experiences.

___ Special education teacher provides oral language development in the first and second language.

___ Primary language goals on the IEP are implemented by the special education teacher.

___ Bilingual instructional aide provides primary language support as needed.

___ Special education teacher designs the content and sequence of an intervention plan that involves the bilingual teacher.

___ Teacher is certified in special education and bilingual education.

___ Bilingual classroom teacher provides sequenced language instruction in the student's primary language.

___ Teachers from complimentary disciplines meet to review student's progress and revise instructional program accordingly.

___ Monolingual teacher plans and supervises lessons conducted by the instructional aide in the students' primary language.

___ Mutual understanding of the other program's goals and philosophy, as well as problems.

TRAINER'S NOTE: When allotted time expires, correct the handout by asking the participants to call out the answers to each statement. Discuss as needed.

Conclusion

An effective crosscultural special education program involves a school-wide approach. The Student Study Team conducts a comprehensive examination of the student and makes appropriate recommendations. When special education placement is recommended, there are several service delivery options to consider.

For both monolingual and bilingual special education teachers, it is important to understand the second language acquisition process as it relates to student performance. Moreover, an effective crosscultural special education class is one which addresses three crucial areas—handicap, language and culture. Students are treated with respect and sensitivity regardless of handicapping condition, and cultural or linguistic differences are recognized and valued.

Appendix

Speech Behaviors and Linguistic Styles of Black Individuals

In order to develop standard oral English, teachers need to be aware of Black speech behaviors and linguistic styles. The awareness and acceptance of these behaviors may facilitate language development.

The following speech behaviors and linguistic styles, cited by Hale-Benson (1986), are contrasted with patterns of majority culture teachers.

TRAINER'S NOTE: Place transparency/handout #13 "Contrastive Speech Behaviors" on the overhead.

Contrastive Speech Behaviors

(Transparency) *(Trainers Comments)*

Majority Culture Speech	Black Speech	
Uninterrupted	Spontaneous, participatory	*Teachers tend to value uninterrupted monologues and presentations while Blacks emphasize general participation and spontaneity.*
Topic-centered	Topic-chaining	*In terms of oral presentation, Black speakers tend to use loosely structured speech that moves from topic to topic. Teachers may not accept this as a legitimate speech pattern and insist the child stick to one topic which stifles communication.*
Dominance	Equal Participation	*Black speech involves nearly equal verbal exchange with children and parents engaging in verbal interplay. Teachers speak much more frequently than students and may consider playful verbalizing as a challenge to their authority.*
Verbal Expression	Creative Expression	*While teachers value articulate verbal expression, Blacks may express themselves through considerable body language, nonverbal communication, visual and dramatic expression.*

It is important for teachers of standard English to be aware that Black language is a rule-governed system and that it differs from standard English in predictable ways.

The Proficiency in English Program (PEP) for the Black learner in the Los Angeles Unified School District recognizes the unique qualities of Black language. Its goal is to raise the academic achievement level of Black learners by expanding their oral language experiences using the PEP model.

The PEP model has two main components: integrated oral language and structured practice. Integrated oral language techniques emphasize the inclusion of oral standard English in all classroom subject areas and situations. For example, a student may read aloud and then ask the class a comprehension question, or students may explain a math concept. These techniques provide Black students with many opportunities during the school day to orally participate in the classroom setting. Students are encouraged to do less "paper and pencil" work and more active oral participation in all classroom activities.

Structured practices is the formal teaching of standard English. It includes techniques such as teacher modeling and students repeating, vocabulary expansion, teaching rules of grammar and comparative analysis.

Since Black language is a predictable system, comparative analysis may be an effective way for students to become aware of the differences in the two language systems. Once aware of the differences, students may then begin to understand the situational appropriateness of language.

Let's take a more specific look at a comparative analysis used in the PEP program.

TRAINER'S NOTE: Distribute handout "Proficiency in English Program for the Black Learner Comparative Analysis." You may elect to go over each example or simply point out some of the comparisons, depending on time factors and appropriateness for the participants.

Proficiency in English Program
For the Black Learner Comparative Analysis

The following is a comparison of standard English structures with Black language/ Ebonic structures. These are areas of concentration which should be reinforced with standard English structures.

Final Consonants:
door / do what / wha

Final Consonant Clusters:
ask / ax swift / swif cold / col

Digraph TH:
this / dis birthday / birfday north / norf

Medial R's and L's:
library / libary help / hep

Plural Nouns:
tests / teses desks / deses

Irregular Nouns:
men / mens children / children-chiren feet / feets

Possessive Pronouns:
mine / mines

Possessive Adjectives:
This is their house. / This is they house.

Reflexive Pronouns:
himself / hisself themselves / theyself-theirselves yourselve

Recapitulative Pronoun Use: (subject pronoun reinforcing subject)
Janet is my sister. / Janet she my sister.

Nouns of Quantification:
I have fifty cents. / I have fifty cent.

Comparatives:

good	good	bad
better	gooder	badder
best	bestest	baddest
	more better	more badder

Subject/Verb Agreement:
Darryl is my brother. / Darryl _my brother.
He and I went to the store. / Him and me went to the store.

Present Tense: (3rd Person Singular)
He runs. / He run.

Past Tense:
ED as past tense marker
She jumped here. / She jump_ here.
ED with T sound
He looked at me. / He look_ at me. He lookded at me.

Irregular Verbs:
Particular attention should be placed on the conjugation of irregular verbs such as:
to be, to come, to do, to give up, to go, to have, to know, to see, to run, etc.

HAVE/HAS Used Interchangeably:
I have a book. / I has a book.
He has it. / He have it.

Note: If there is an interchange of *have/has* in the simple present tense, there is a strong possibility that an interchange will occur in the present/past perfect tenses.

Present/Past Perfect Tenses:
BEEN and DONE used as auxiliaries for HAVE/HAS/HAD

She has worked.	She have worked.
	She been worked.
	She done worked.
She had worked.	She been done worked.

Irregular verbs with past participles ending in N.

have/has/had given	have/has/had gave
have/has/had known	have/has/had knew
have/has/had gone	have/has/had went
have/has/had taken	have/has/had took

Present Progessive Tense: (be + verb + ing)
BE and DO used as linking verbs

I am writing.	I writing/writin.
	I is writing/writin.
	I be writing/writin.
	I do be writing/writin.

Past Progessive Tense: (be + verb + ing)
BEEN and DONE used as linking verbs

They are sleeping.	They was sleeping/sleepin.
	They been sleeping/sleepin.
	They done been sleeping/sleepin.

BE (present tense) + GOING + INFINITIVE

He is/he's going to sleep.	He goin to sleep.
	He be going/goin to sleep.
	He gonna sleep.

BE (past tense) + GOING + INFINITIVE

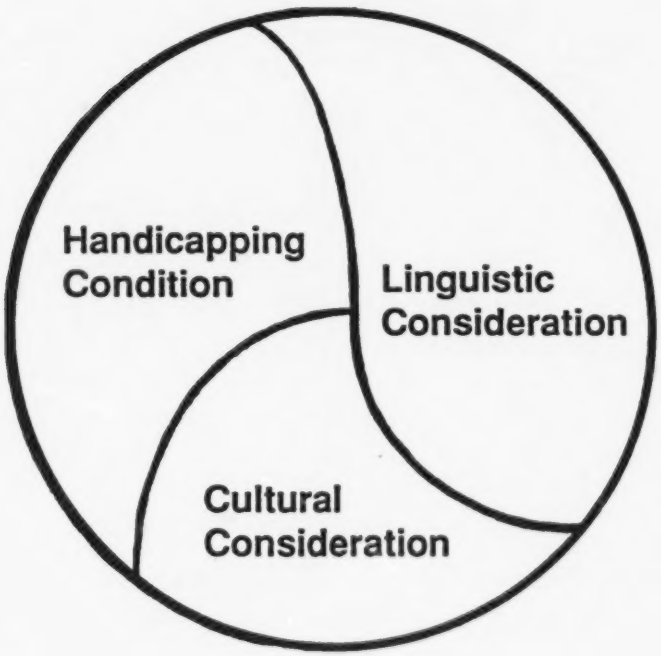
We were going to play.	We were gonna play.
	We was going/goin to play.
	We was gonna play.

Use of Negatives:

I <u>don't</u> have any.	I <u>don't</u> have none.
	I <u>ain't</u> got none.

SECTION II

Instructional Issues in Crosscultural Special Education



Instructional Issues in Crosscultural Special Education

Introduction for Trainers

Overview

Although this section is basically for awareness, some of the cultural knowledge presented in the previous section must be applied. Approaching the information without a cultural perspective would defeat the purpose of the section.

This section, in essence, discusses effective instruction. You need to emphasize that, although the ideas presented may not be new, the key is to encourage reconceptualization of basic teaching skills. That is to say, the issues presented *must* be approached from the perspective of modifying instructional delivery and materials to meet the cultural and linguistic needs of the students. Without this concept clearly in mind, the participants will not see the difference between the methods promoted for crosscultural special education and those of traditional basic teaching.

Effective Instruction

While the components of effective instruction presented seem obvious (student participation, positive affective environment, planning and teaching strategies), a great number of teachers do not practice them on a consistent basis.

For example, with student participation, a cultural consideration is the student's comfort level with the activity used to encourage involvement. The teacher should only encourage as much participation as is appropriate for the student's culture.

The linguistic consideration would be level of language. The participants *must* clearly understand the difference between knowing the concept and knowing how to verbalize the concept. You may understand the plot of a foreign film, but because you cannot explain it in the foreign language does not indicate that you do not understand the concept—only your proficiency in that language is limited. Likewise, teachers should accept any and all verbal and nonverbal messages communicated by the student with respect to the lesson.

Some participants may balk at using the "five-step lesson plan" format on page 59. Point out that the form is irrelevant as long as some type of written planning is done that includes modifications for handicap, language and culture and which includes a consistent format for delivery. It is imperative that lessons be written as a reference for implementing sequenced instruction.

Language of Instruction

This section will undoubtedly provoke many questions and comments about determining the language of instruction. Simply state that you cannot determine the language of instruction for a child the participant describes to you—each case must be considered individually using the considerations outlined in the text.

English as a Second Language (ESL) Strategies

The summary of several ESL strategies in this part point out that there are numerous ways to teach ESL. The participants should be encouraged to seek out more information and possibly training in a particular strategy was of interest to them.

Adapting the Core Curriculum

Frequently participants who must adapt curriculum on a daily basis are an excellent source of information to augment that which is included in the text. Encourage participation by the audience.

Supporting Parents

Lack of parent involvement can be a complaint of teachers. In this section, the audience is asked to consider some of the reasons parents may be less than enthusiastic about coming to school. The focus needs to be "What can I do to support minority parents of a handicapped student?" not "What will the parents do to help me with this student?" Emphasize that parenting a disabled youngster can be extremely stressful and the school should be a support giver.

Time Allotment

Section II takes between 4 - 4 $^{1}/_{2}$ hours to present in its entirety. Naturally, the length of time spent on activities, amount of audience questions and the trainer's style will influence this guideline.

Instructional Issues in Crosscultural Special Education

Objectives and Outcomes

Components of Effective Instruction

Objective 1	**Participants will develop a framework for understanding the components of effective instruction.**
Outcome 1.1	Participants will name at least five (5) activities that contribute to active participation by students.
Outcome 1.2	Participants will identify at least three (3) teacher behaviors that contribute to a positive affective environment.
Outcome 1.3	Participants will be able to outline a five-step lesson plan and describe the importance of each step.
Outcome 1.4	Participants will name six (6) learning strategies for crosscultural special education students.

Language of Instruction

Objective 2	**Participants will understand issues pertaining to language of instruction.**
Outcome 2.1	Participants will be able to describe two (2) levels of language proficiency.
Outcome 2.2	Participants will list at least five (5) considerations for choosing the language of instruction.
Outcome 2.3	Participants will be able to explain importance of primary language instruction.

English as a Second Language

Objective 3 **Participants will develop a framework for understanding English as a second language (ESL) strategies.**

Outcome 3.1 Participants will identify at least four (4) approaches to teaching English as a second language.

A Framework for Curricular Adaptation

Objective 4 **Participants will develop a framework for adapting curriculum to meet the needs of LEP special education students.**

Outcome 4.1 Participants will name four (4) ways to adapt curriculum.

Outcome 4.2 Participants will identify four (4) elements to be considered in adapting curriculum.

Supporting Ethnic Minority Parents of Handicapped Students in the Educational Process

Objective 5 **Participants will develop a framework for supporting ethnic minority parents of handicapped students in the educational process.**

Outcome 5.1 Participants will identify five (5) ways in which to support and involve culturally different parents in the educational process.

Components of Effective Instruction

Training Text

Discussion lead-in:
How many of you would like to be more effective in the job you do?

It goes without saying that most people derive pleasure from a job well done. In teaching special education youngsters, it is not always easy to measure teacher effectiveness on a day to day basis due to the interference learning handicaps cause on student performance. Many of us feel particularly inadequate at times when dealing with the learning problems of culturally and linguistically different students since most special education teachers have had little training in use of primary language, the effect of culture on learning, ESL and other issues.

Unfortunately, there is no magic formula that guarantees success. However, a leader in the field of crosscultural special education, Leonard Baca, developed program guidelines based on studies of effective general education programs, bilingual education programs and special education programs (Edmonds, 1979; Lazotte, 1979; Carter & Maestas, 1982; Tikunoff, 1982).

These guidelines are:

TRAINER'S NOTE: Distribute handout #14 "Guidelines for Bilingual Special Education Programs." Read through each one with the group.

Guidelines for Bilingual Special Education Programs

1) A clear sense of mission regarding bilingual special education is shared by all staff members.

2) Strong and effective leadership is provided for the bilingual special education program.

3) High expectations are established for all teachers and students in the bilingual special education program.

4) Effective home-school support systems are established for the bilingual special education program.

5) Native language instruction as well as ESL instruction are included in all IEPs as appropriate.

6) Teachers mediate instruction, monitor student progress and provide frequent feedback using both L_1 and L_2 as appropriate.

7) Instruction focuses on student's abilities and needed learning strategies.

8) Special instruction considers the student's cultural background by utilizing experiences drawn from the community.

9) Student's primary language skills are developed up to the cognitive and academic level in order to attain similar advanced English language skills.

10) Special instruction is provided by appropriately trained bilingual special education staff.

11) Time on task and task completion is encouraged in the least restrictive environment.

12) All students, all languages, and all cultures are treated with equal respect.

13) All staff must believe that bilingual special education is effective in raising the achievement level of LEP handicapped students.

In addition, when data was collected at school sites that had effective crosscultural special education programs (Harris & Echevarria-Ratleff, 1986; Leung & Echevarria-Ratleff, 1987; Echevarria-Ratleff, Supancheck & Galvan, 1988), much of what was observed that contributed to effectiveness was simply good, basic teaching skills delivered with the student's cultural and linguistic needs addressed. Among these skills were:

1) The ability to involve students in meaningful participation at their level of competence.

2) A positive classroom environment in which there was mutual respect between teacher and student.

3) Written daily lesson plans that include interesting activities providing a sufficient quantity of comprehensible input.

4) Utilization of a learning strategies approach to remediation.

These skills were used effectively across cultures, age levels and teaching situations.

Objective 1	**Participants will develop a framework for understanding the components of effective instruction.**
Outcome 1.1	**Participants will name at least five (5) activities that contribute to active participation by students.**

As the Chinese proverb goes, "I hear and I forget. I see and I remember. I do and I understand."

This is an important thought to keep in mind as you plan the day's lessons. Active participation by the students *at their level of proficiency* is absolutely crucial to the learning process. Each part of the lesson should include ample opportunity for student involvement and as much input as they are comfortable with. This may be accomplished by questioning techniques. This goes well beyond robotic yes/no responses. We must give our special education students the opportunity to *think*. Of course, the student would contribute at his level of standard English proficiency, or in his primary language, as appropriate. Just for a review of questioning levels, let's take a quick look at Bloom's taxonomy.

TRAINER'S NOTE: Put transparency #15 "Bloom's Taxonomy of Cognitive Objectives" on the overhead projector.

Bloom's Taxonomy of Cognitive Objectives

This hierarchy of questions can be infused into each lesson to encourage student involvement; i.e. tasks that keep students mentally involved in the learning process.

Area of Taxonomy	Trainer Comments
Evaluation	Meta-cognition, make judgements and predictions about information
Synthesis	Put information together, come up with something new
Analysis	Compare and contrast information
Application	Using the idea in another setting
Comprehension	Understanding the idea
Knowledge	Reciting facts

From *Taxonomy of educational objectives. Handbook I: Cognitive domain* by Bloom, B.S., et al., (1956), New York: David McKay Co.

There are many ways to elicit responses from students regardless of their handicap or language proficiency. But keep in mind: Accept responses appropriate to the student's language level, i.e. use of primary language, gesture, drawing, etc. Some of these ways include the following:

1) **Explaining an answer.** Rather than simply asking the student to tell his answer, ask him how he got it. Get students into the practice of knowing how they arrived at their answers and how to defend them. If they do not have sufficient vocabulary to explain the process, accept a drawing or other nonverbal communication.

2) **Making predictions.** Involve students in the lesson by having them predict what may happen. Also, review past events and ask them to predict what will happen. For example, "In looking at the cast and the pictures, what do you think the play will be about?" "Yesterday we multiplied by single digit numbers. Can you guess what we'll do today?" "So far in the story the man has saved his money. What do you think he'll do with it now?" Making predictions forces the student to look at known information and arrive at a decision. In addition, it encourages the student to stay interested in the lesson to see if his prediction was correct.

3) **Describing the steps of a process.** Rather than telling the student how to do something, ask him to describe the process. For example, "How did you do that?" Student says, "I looked at the word and copied it on my paper. Then I compared my word to it. I saw the mistake and corrected it." Or, "How do we do six times two with the chips?" Student says, "We count six chips and put them in a group. Then we take six more chips and make another group. Now we have two groups of six." Teacher says, "Good. Now let's make three groups of six. How would we do that?" etc. If the student cannot verbalize the process, accept a demonstration of each step as you describe it.

Another way to involve students in addition to questioning techniques is:

Cooperative Learning

As I'm sure you are all aware, there are several variations to this concept. The model you prefer to use isn't as important as making sure the students understand the model and are comfortable with it. Each variation requires a period of adjustment. Cooperative learning is effective because, in addition to learning the content material, students bear the responsibility for learning. It provides students with a chance to develop leadership skills, decision-making and communication skills.

This method provides optimal opportunity for student involvement and encourages racial integration. Having students in the same class does not necessarily achieve true integration. Methods such as cooperative learning can foster positive interracial relationships.

Comprehension Activities

These activities take the place of worksheets. They are more fun and creative ways to check understanding. Some activities are:

1) Students draw sequential pictures of the events of the story. This provides practice in sequencing in addition to comprehension and recall.

2) Students in a group each tell one part of the story. Each student takes a turn and tells an event that followed the previous student's account. As students describe their event, the teacher asks probing questions to elicit more in-depth recall. For example, "What was he wearing? Why did he decide to go? Was she alone?"

3) Students role play the story. This can be done very informally on the spot. Students are assigned a role and they reenact the story to the best of their recollection.

These are just a few of the innumerable ways to involve students in checking for comprehension.

Self-Correction

This allows the student to examine his own work and discover any errors. Self-correction can be accomplished in several ways: the student re-looks at his work before handing it in; as the teacher reads the answers the student corrects his own work; teacher shows correct model and student compares his work to the model; student reads sentence aloud to listen for error; when teacher finds an error, he asks the student to take another look to find and correct the problem; and when the teacher corrects writing, he marks the margin and the student must find the error in that line and correct it.

Now that I have presented some ideas for involving students in the lesson, I'd like to tap your expertise. What is your favorite way to get students to participate? What has been effective for you?

TRAINER'S NOTE: Put a blank transparency on the overhead. Ask for participants' ideas and write each one on the transparency.

Objective 1	**Participants will develop a framework for understanding the components of effective instruction.**
Outcome 1.2	**Participants will identify at least three (3) teacher behaviors that contribute to a positive affective environment.**

One of the keys to effective instruction is a positive affective environment. Research shows that when one is in a stressful or threatening situation, a mental barrier goes up that prohibits optimum performance. Therefore it is important that students feel comfortable in the learning environment. What are the factors that contribute to a positive classroom environment? Some factors are as follows:

Respect for students and their culture

Simply put, treat the students with the same respect you would an adult. Remember, we are their role models. Greet them pleasantly when they enter. Address them in a way that is appropriate to their culture. Speak in a polite manner, especially when making a request. It is easy to fall into a demanding role—telling students to do this or that without the politeness we expect them to use when addressing us. Many handicapped ethnic minority students have experienced lack of respect from society because of cultural differences, language barriers or because of their handicapping conditions. Teachers should be particularly sensitive to this population. In many ways, a class reflects the teacher. Respect breeds respect.

Listening

For many of our culturally and linguistically different handicapped students, there aren't many people who really listen to them or ask what they think. In fact, many special education students are not accustomed to formulating opinions and verbalizing their thoughts and feelings. As their teacher, you may be the only person all day that takes time to ask how they are, if they are having any problems or if they want to talk about anything. An attitude of acceptance and openness on the part of the teacher contributes greatly to a positive environment.

Positive self image

Instilling a sense of confidence in the students' ability to succeed will help build a better self concept in the students. Encourage each student to work up to their potential. Studies indicate that culturally diverse students, whose teacher communicated confidence in their ability, performed better.

Using the students' home language also enhances self image. This may be done spontaneously in ways such as, "This is a _____ in Spanish. What is it in Cantonese?"

Be sure to operate the classroom with an attitude of appreciation for a job well done. Give sincere praise generously. Make sure the positive comments are genuine, not automatic; students know the difference.

Objective 1	**Participants will develop a framework for understanding the components of effective instruction.**
Outcome 1.3	**Participants will be able to outline a five-step lesson plan and describe the importance of each step.**

Lesson plans are basic to teacher preparation. Yet many teachers do not properly plan the day's lessons. There is a significant difference in effectiveness between a teacher who prepares written lesson plans and the one who does not.

Daily lesson plans serve many purposes: to organize the day's events; to note modifications for language, culture and handicap (in the case of crosscultural special education students); to let the teacher know what materials to prepare ahead of time for the day's activities; to provide a reference point for continuity; and to focus the teacher on the goal of the lesson, among other things.

There are various types of lesson plans. Some are content-centered and focus on the material to be covered in the lesson. Another type that is more effective with crosscultural special education students is the learner-centered or reciprocal lesson plan which focuses on involving the student in a reciprocal exchange rather than strictly a didactic approach. It addresses the needs of the learner and is individualized to respond to those needs.

Written lesson plans need not be elaborate or time consuming; however there are some essential components. One of the most efficient ways to do written lesson plans is to follow the five-step lesson plan. Based on Madeline Hunter's work, this type of lesson accommodates all three pieces of the puzzle: language, culture and handicap.

TRAINER'S NOTE: Distribute handout #16 "Five-Step Lesson Plan" to each participant. Encourage participants to take notes.

Five-Step Lesson Plan

1. Anticipatory Set
   - focus learner
   - state objective
   - establish purpose
   - review, if appropriate

2. Instruction
   - pre-test, if necessary
   - adapt content to respond to culture, language, and academic needs
   - provide information at students' language level
   - active participation
   - comprehensible input
   - model
   - check for understanding with each student

3. Guided Practice
   - mass practice while child is still under teacher guidance
   - elicit overt response that demonstrates behavior in objective
   - provide immediate feedback

4. Independent Practice
   - continue mass practice without direct teacher guidance
   - monitor carefully
   - provide immediate knowledge of results

5. Closure
   - summarize lesson
   - refocus on objective, if appropriate
   - post-test, if appropriate
   - relate to next day's lesson (preview), if appropriate

The components of the five-step lesson plan are simply basic planning essential to effective teaching.

Adapted from Madeline Hunter's *seven elements of effective instruction model.*

Objective 1	**Participants will develop a framework for understanding the components of effective instruction.**
Outcome 1.4	**Participants will name six (6) learning strategies for crosscultural special education students.**

Another characteristic of effective crosscultural special education is utilization of a learning strategies approach to remediate learning problems. This involves teaching students strategies which can be used within the core curriculum.

There is an indication that special education students do not apply strategies when tackling a problem or assignment. An example of utilizing a strategy is when you don't have a pen and you call information from a pay phone. Most people plan a strategy for remembering the number, such as visualizing the number, repeating it to yourself, or using association. It seems many learning handicapped students do not use strategies—they are likely to hear the number, hang up the phone and then realize they can't remember the number.

Collier and Hoover (1987) discuss several strategies that may be taught to culturally and linguistically different exceptional students. They are:

1) **Active processing**
This cognitive strategy encourages the student to elaborate on the subject at hand through self-talk and self-questioning. It is pointed out that the advantage for culturally and linguistically diverse students is that it enhances language development in English as well as the primary language.

2) **Analogy**
With this strategy the student uses prior knowledge to look for similarities in the new material, such as identifying similar sounds or words, concepts or situations, native cultural values and American values. This strategy is useful in acquisition and retention of new material.

3) **Coping**
This is a problem-solving strategy that provides culturally and linguistically different exceptional students with a plan of *action* rather than an emotional *reaction* to academic and non-academic situations. The steps involve confronting the problem unemotionally, initiating action, conceiving of a possible solution, requesting and using assistance, implementing their solution, persisting in confronting the problem, attempting alternative solutions if the first does not work, and achieving an outcome.

4) **Evaluation**
Evaluation skills strategy involves teaching the student to evaluate the task before him and decide what needs to be done to complete the task. The teacher provides input as to which strategies are appropriate to use with the task and assists the student to monitor application of the strategy.

5) **Organization**
This strategy involves teaching students to group or cluster items in order to improve recall and retrieval of information. Organizing information and studying the categorized grouping of items may improve performance.

6) **Rehearsal**
In this cognitive learning strategy students are encouraged to practice saying information aloud, both in the form of items and groups of items. Studies have shown that mentally retarded students made significant gains in recall when taught to rehearse. Visual imagery, as demonstrated in Section III of this manual, also enhance recall.

Let's now do an activity to synthesize this information on effective instruction.

TRAINER'S NOTE: Instruct participants to get into groups of four. Distribute "Effective Lesson" handout #17. Be advised that there are three different lessons; each group will receive one variation of the lesson to prepare. Tell groups they will have 15 minutes to complete the activity. One person from each group will then share their group's effective lesson with the audience. Caution: hold the group to 15 minutes. Remind them several times how much time remains so they pace the activity. Participants have a tendency to be overly detailed about such activities. Point out that while you expect a quality lesson plan developed, the purpose of the activity is to introduce them to using the five-step plan and to include active participation utilizing strategies at the students' proficiency level and activities that contribute to a positive affective environment. Mention that details about each group are sketchy in order to keep it uncomplicated. Participants may determine the characteristics that are not addressed in the group discussion.

Each group will develop a five-step lesson from the information given. Be sure to include activities that promote active participation and a positive affective environment which meet the students' cultural and linguistic needs.

Effective Lesson I

Eight students are in this group. Two read at third-grade level, five read at high second grade level and one is at the low second-grade level. All except one speak Spanish as their first language and are fluent English proficient.

Develop a reading lesson in which a story will be read and a comprehension activity will follow.

Keep in mind the students' English language proficiency; include active participation; and comprehensible input.

Effective Lesson II

Five junior high students are in this group. Skill levels range from third to fifth grade. Two are Filipino students classified as LEP. They have a basic conversational understanding of English. The other three are native English speakers.

Develop a math lesson in which students must practice making change.

Be sure to address language proficiency and accommodate the LEP students in the group. Utilize comprehensible input such as visuals, manipulatives, modeling, etc.

Effective Lesson III

Five second- and third-grade Black students are in this group. All speak Black language. Four read at low first-grade level and one reads at high first-grade level.

Develop a writing activity for those students using the five-step lesson plan. Use appropriate methods for level of standard English proficiency.

Language of Instruction

Training Text

Discussion Lead-in:
What should be the language of instruction for this student?

That is one of the most frequently asked questions when addressing the educational needs of culturally and linguistically different exceptional students. Unfortunately, there isn't a simple answer to that question because the answer depends upon many factors related to the individual student. Each case must be examined individually to determine the appropriate language for that particular student.

Before we look at some of the factors to be considered when determining language of instruction, it is important to understand another issue related to language: the levels of ianguage proficiency.

Objective 2	**Participants will understand issues pertaining to language of instruction.**
Outcome 2.1	**Participants will be able to describe two levels of language proficiency.**

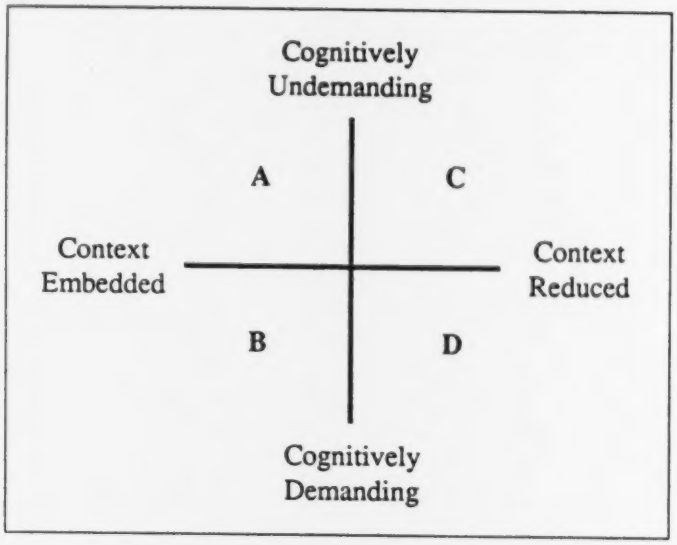
Those of you who have experience working with students categorized as limited English proficient know that the term encompasses a variety of levels of English proficiency—those students fluent in their primary language but speak little English, those who have not had their primary language developed yet are not fluent in English, and those who speak their primary language and have a basic conversational level of English. Since native language development provides the foundation for second language and since length and type of exposure to the second language is individual, naturally there will be significant variation in proficiency levels.

Additionally, an important factor to remember is that there are at least two major dimensions of language proficiency: communicative language skills and academic language skills.

Cummins (1981) presents the view that all tasks requiring language skills may be placed on a grid formed by the intersection of two continua.

TRAINER'S NOTE: Place transparency/handout #18 "Contextual and Cognitive Range of Communication" on overhead projector.

Contextural and Cognitive Range of Communication



The horizontal continuum represents the range of contextual support in communication activities. At the context-embedded end of the continuum, meaning would be clear due to a large degree of contextual clues. An example would be the face-to-face activity in a store such as asking the price of an apple.

At the other extreme is context-reduced activity where few, if any, nonlinguistic or paralinguistic clues are given relative to the meaning of the communication. An example of this context-reduced activity would be reading *The Wall Street Journal.*

The vertical continuum represents the degree of cognitive involvement in a communication activity. An example of a cognitively undemanding communication would be the greeting, "How are you?" to an acquaintance. This type of greeting is done automatically with little thought actually given to the communication. On the other hand, a cognitively demanding task would be listening to a teacher read aloud about an unfamiliar topic.

In terms of levels of communication, quadrant A relates to basic communicative skills used to communicate messages. This is the level one "picks up" simply by being in a context-rich social environment, for example. Students proficient at this level of communication are those who can carry on a face-to-face conversation relatively well and function with English-speaking peers on the playground.

However, the communication necessary for academic performance is much more complex. This involves the ability to perform cognitively demanding tasks with reduced contextual clues (quadrant D). Since cognitively demanding, context-reduced tasks are typical of school-related work, i.e. reading a history book and listening to teacher instructions, this language level is referred to as cognitive/academic language proficiency.

When there is a lack of understanding of levels of language proficiency, the assumption is made that the student who speaks English relatively well no longer needs primary language instruction. Certainly, in such a case, basic interpersonal communication skills are developed, but that is far different than the cognitive/academic language proficiency necessary for academic success.

Clearly, Cummins' concept of basic interpersonal communication skills and cognitive/ academic language proficiency needs to be examined when determining the student's language of instruction.

In terms of speakers of Black language, this concept applies to those students who have enough proficiency to speak and understand standard English but may not have literacy skills.

Objective 2	**Participants will understand issues pertaining to language of instruction.**
Outcome 2.2	**Participants will list at least five (5) considerations for choosing the language of instruction.**

Choosing the language of instruction is one of the most complex issues related to cross-cultural special education. At this point, the research is not clear as to the total interrelationship between first and second language acquisition. However, we do know that language is the center of a student's concept of himself, which makes this issue particularly important.

Language is a person's vehicle for expression and it represents the things most dear to him—family and home. When the home language is not accepted or adequately developed, it may send a signal to the child that his language, thus home and family, are somehow inferior to the majority culture and language.

Ortiz (1984) points out several factors that must be given careful consideration when choosing the language of instruction. This is crucial, especially when evaluating a student who does not have adequate proficiency in either the primary or second language.

Some of the factors to consider are:

TRAINER'S NOTE: Distribute handout #19 "Factors That Affect Language Choice." Give additional information listed at the right of each factor.

Factors That Affect Language Choice

(Handout)	*(Trainer Notes)*
Parent choice or preference	*Naturally this needs to be an informed decision on the parents' part. Often parents have the misconception that primary language instruction discourages learning of English.*
Student choice or preference	*Same as for parent.*
Student age	*The language choice would most likely be different for a six-year-old than for a sixteen-year old soon to be in the work force.*
Length of time in in this country	*Obviously, a student new to this country needs time to adjust to the culture, school system, language, etc. before English instruction is considered. Length of time would vary between students.*
Type and severity of handicapping condition	*This is an area that requires careful consideration. The prognosis for functioning within the community may affect the decision.*
Language aptitude	*A student's ability in the area of language development needs to be considered.*
General intellectual abilities	*Intelligence has an effect on one's achieved level of language proficiency. Research indicates, however, that bilingualism is not detrimental to mildly retarded children, which contradicts the notion that handicapped children will be "confused" by using more than one language.*
Motivation	*Some students are highly motivated to speak a given language.*
Attitudes toward speakers of English and toward instruction in English or other languages	*If English is considered a language of high prestige in the student's culture, there may be an inclination to prefer instruction in English. This is especially true of students who consider their primary language to be less prestigious than English.*
Time allocated to language teaching and to instructional tasks	*This factor would vary depending upon the school's instructional program.*
Performance or progress as as a result of instruction in a given language	*The student's past response to language instruction should be considered.*

Availability of bilingual personnel	*If there are not qualified personnel available, other options must be considered. In order to provide primary language instruction, some schools may have to depend upon bilingual paraprofessionals due to the shortage of bilingual teachers. (This instructional model was discussed in Section I.)*

Language choice may be situation specific. That is, the student may need reading in the primary language but is able to function in an English-speaking math group after concepts are taught using primary language.

Whatever decisions are reached, the following cannot be overemphasized: *each student must be considered individually when determining the language of instruction.* There are many variables within a given situation, so the factors just mentioned must be examined as they relate to each particular culturally and linguistically diverse exceptional student.

Moreover, the language of instruction for each academic area must be clearly designated on the student's IEP, as well as English as a second language goals and objectives.

Objective 2	**Participants will understand issues pertaining to language of instruction.**
Outcome 2.3	**Participants will be able to explain importance of primary language instruction.**

Some people are concerned that if a student receives instruction in his primary language, this will detract from learning English. In fact, the development of English language skills are actually facilitated by primary language instruction. This occurs because concepts and information are learned in a language the student understands. Then, this knowledge is transferred into English. It is more efficient to transfer knowledge into a new language than to try to teach a concept and new language simultaneously. For example:

If instructions are given in Tagalog subtraction with regrouping, you would catch on very quickly. You already know the concept and would readily recognize the procedure; it would only be a matter of learning the Tagalog vocabulary used for the procedure. In fact, you would learn the Tagalog terminology relatively quickly because the ideas behind the terms would have meaning for you.

Now imagine trying to learn a new concept in statistics when the instruction is given in Tagalog. You remember the difficulty of learning some of those concepts in English! When the information is unfamiliar and the language of instruction is unfamiliar, the task becomes very difficult. The process would easily be facilitated if the statistical concept were first taught in English and then, when you were comfortable with the concept, transferred the knowledge into Tagalog vocabulary.

As you can see, the greater the primary language development, the better equipped the student is to master English.

There are other important reasons for instruction in the student's primary language.

1) Research indicates that the primary language is often lost at a faster rate than English is acquired. This results in a situation in which the student does not have proficiency in either language. It is therefore important to continue primary language development while acquiring the second language.

2) Language, and the culture attached to it, is the center of one's self image. Language carries the meaning of home, family, and love. Indeed a child's most important language model is probably his mother. When it is communicated to a child that his use of primary language or non-standard English is unacceptable, in essence that criticism is directed at those things most important to him. Encouragement of primary language use communicates acceptance and increases self-esteem.

3) Care must be taken to focus on the message being conveyed and not criticize the linguistic form of the message.

4) When concepts are introduced and reinforced in the primary language, linguistic ability is enhanced. Baca (1986) points out that growth in linguistic ability is interrelated with intellectual growth. Language is a vehicle for thinking so increased language development positively affects thinking skills.

Conclusion

There are several key factors to consider when choosing the appropriate language of instruction for a given student. First, those making recommendations need to understand Cummins' theory of basic interpersonal communication skills and cognitive/academic language proficiency so they are aware that conversational proficiency does not necessarily indicate mastery of cognitive/academic language proficiency. Secondly, there are at least twelve factors, such as parents' language choice, to be examined before making a recommendation. Lastly, the importance of primary language instruction must not be minimized.

The decision regarding language of instruction needs to be an informed one based on the individual needs and skills of the student in question.

English as a Second Language

Training Text

Objective 3	**Participants will develop a framework for understanding English as a second language (ESL) strategies.**
Outcome 3.1	**Participants will identify at least four (4) approaches to teaching English as a second language.**

With the increasing numbers of culturally and linguistically different students placed in special education classes, it is important for special educators to be knowledgeable about English as a second language (ESL) strategies. In fact, ESL is increasingly a part of the instruction delivered by special education teachers.

There are many methods for teaching a second language or dialect, but contemporary thought favors those that promote language acquisition rather than language learning. Krashen (1982) states that language is most readily acquired when the following are present:

- Comprehensible input
- Interesting and relevant lessons
- Instruction that is not grammatically sequenced
- Input provided in sufficient quantity
- Appropriate monitoring of errors as over-correction increases student's anxiety level

Issues in Teaching ESL to Handicapped LEP Students

Whatever the method used to present an ESL lesson to limited English proficient students, there are some key issues related to teaching ESL to handicapped students. They are:

1) ESL lessons need to be modified in content, methods and materials to accommodate handicapping conditions. This includes pace of instruction, instructional activities, amount of practice and instructional approach used.

2) In terms of basic interpersonal communication skills and cognitive/academic language proficiency, it normally takes zero to two years to develop basic interpersonal communication skills and three to seven years to develop cognitive/academic language proficiency. However, with learning disabled students it can take three to nine years for cognitive/academic language proficiency.

3) Some ESL methods stress listening and speaking before the introduction of reading and writing. However, reading and listening are receptive skills and can be used to support each other. Particularly when contextual clues are present, reading can be a vehicle for English development since LEP students can comprehend what they cannot yet express. (Goodman, Goodman & Flores, 1979)

4) All ESL lessons should provide lots of comprehensible input at the student's level of proficiency, interesting and relevant activities and emphasis on communication, not correctness.

5) English is the only language used during lessons. No translation.

Some current methods promoting language acquisition were reviewed by Chamot and Stewner-Manzanares (1985), they are:

The Natural Approach
This method is designed to develop basic communication skills without consciously learning formal rules. Comprehension is facilitated by using methods such as visual aides, gestures, commands for physical actions, and sentence expansion. All attempts to communicate are accepted by the teacher regardless of correctness. Students progress through stages.

The first stage is Comprehension or Preproduction. The focus of this stage is on listening comprehension. Students communicate through gestures and actions. Production should not be forced since students will speak when they are affectively ready.

The second stage is Early Production. In this stage speech will be single words or short phrases and will contain many errors. Forcing production will only increase errors. Techniques used in this stage encourage production of vocabulary students already know, such as either/or questions and general questions which can be answered with a single word.

The third stage is Speech Emergence in which speech production will improve to longer phrases and complete sentences. It is important that lessons continue to expand receptive vocabulary, contain sufficient comprehensible input and focus on meaning rather than grammar. Some activities might be skits, games, group discussion and advertisements.

The final stage is Intermediate Fluency. While lessons continue to expand receptive vocabulary, students are now able to engage in conversation. Reading and writing activities are incorporated into lessons and higher levels of language use is encouraged.

Total Physical Response (Asher, 1982)
This method is built on the theory that when learning a new language, listening and speaking simultaneously is stressful to the learner. This approach removes stress because the student is not required to speak until he feels comfortable (after a silent period) and in the initial stages need only to respond physically to commands. Activities are practical and deal with real-life situations.

The technique involves teacher commands in the target language while simultaneously acting them out. Students demonstrate comprehension by correctly following teacher

commands. Simple commands become increasingly more complex. More advanced activities include following a recipe, role playing and add-on sentences. The total physical response method is stressed in the early stages of the natural approach.

Suggestopedia
This nonverbal technique developed by Lozanov utilizes music, comfortable furniture and dim lighting to create a relaxed, comfortable learning environment. Lessons involve four basic phases:

1) relaxation through physical exercise and suggestion

2) review of previously learned material through short exchanges between teacher and students

3) introduction and explanation of new material

4) presentation by the teacher of lengthy, culturally relevant dialogs against a background of baroque music

Although not emphasized in this method, grammatical explanations are given and the target language may be used to discuss concepts and ideas

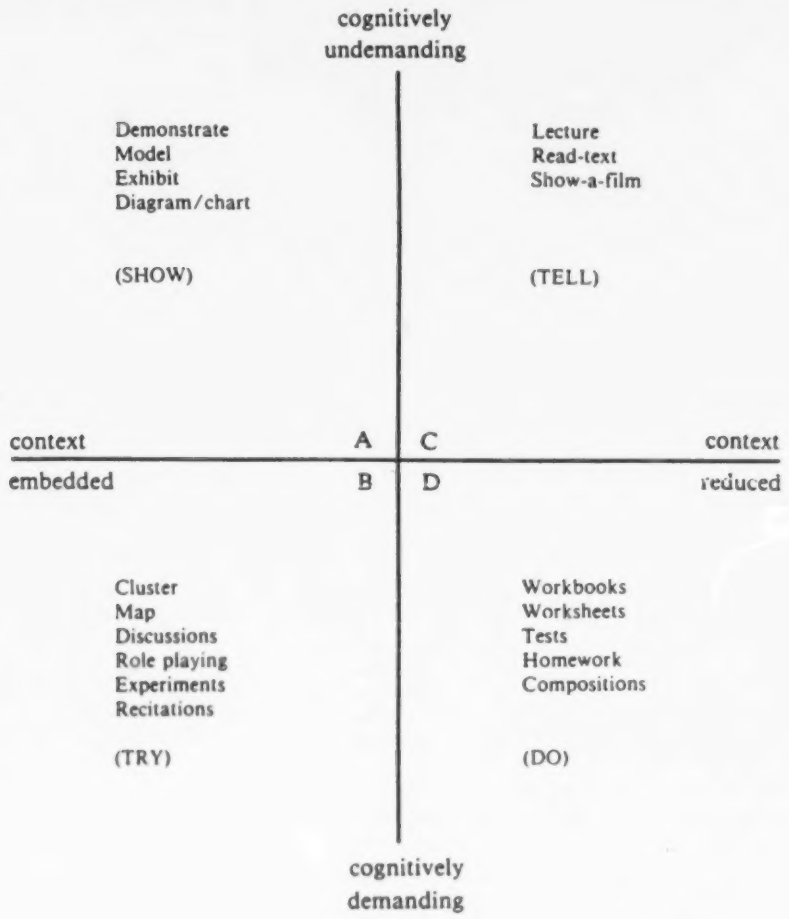
The technique is built on the theory that learning is both conscious and unconscious and that optimum learning and memory take place with the mind in a relaxed, positive state.

Sheltered English (Northcutt and Watson, 1986)
This is a process developed to teach academic instruction in a way that is understandable to the LEP learner. It encompasses other techniques such as the natural approach, mastery learning, clinical teaching, student study skill development, cooperative learning and teaching thinking skills. This is accomplished through the teacher planning, organizing and preparing the delivery of lessons. Sheltered English lessons follow a consistent format and include use of props, visuals, media and body language to convey information.

Sheltered English stresses teacher creativity in making the lesson's information comprehensible. It advocates, rather than using a textbook, utilizing the text's table of contents as a basis for outlining innovative lessons. Ideas for appropriate, innovative activities are illustrated in the Cummins' model.

TRAINER'S NOTE: Put transparency / handout #20 "Cummins' Model with Show, Tell, Try, Do Incorporated" on overhead.

Cummins' Model with Show, Tell, Try, Do Incorporated



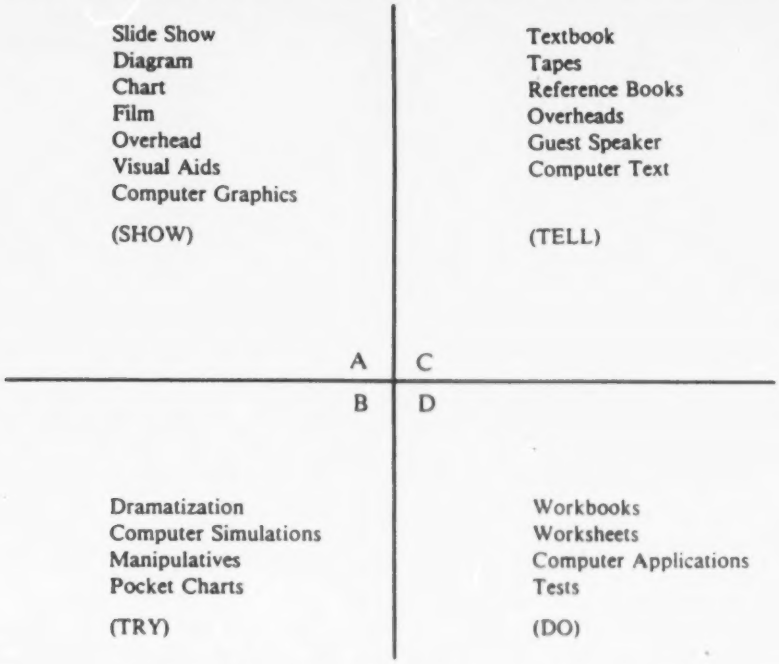
This model, developed by Northcutt and Watson (1986) is based on Cummins' model shown earlier. It shows ways to conduct lessons utilizing all four quadrants.

TRAINER'S NOTE: Read examples in each quadrant. While transparency is still showing say:

Often teachers feel they lack time to do much more than follow the textbook, but when students do not grasp what is being taught, much more time is spent. Think of ways to show, tell, try and do. Ask students to create and share.

TRAINER'S NOTE: Change transparency/handout #21 to "Tools To Use For Show, Tell, Try and Do Within Cummins' Model."

Tools to Use for Show, Tell, Try & Do Within Cummins' Model



This model now shows the means by which a teacher can show, tell, try or do. I'll read each example of the various tools that can be used.

TRAINER'S NOTE: Read examples in each quadrant. When you finish, go back to quadrant A and ask for the participants' suggestions of other tools that may fit into that quadrant. Do the same for each quadrant.

Students best suited for this approach are those with a strong academic background in their first language; students with intermediate fluency in the second language that have acquired basic skills in the American school system; students who speak languages for which bilingual staff are not available; and those students born in this country who were not placed in primary language/ ESL programs and therefore lack English proficiency.

ESL in the Content Areas

When preparing a lesson in the content areas for LEP students, Plata (1982) suggests the following steps be taken *by the teacher before* delivery of instruction:

Identify the key words in the lesson

Not all of the words in a lesson are of equal importance. Identify from 10 to 35 crucial English vocabulary words for each lesson, depending on its length or grade level.

Summarize key concepts

If a teacher's manual is available for the lesson, it is a good source for this task. Even if the class presentation involves free discussion, teachers usually know in advance what conclusions will be elicited.

Prepare a few relevant sentences
Use the key words in simple English sentences expressing the key concepts. This means avoiding conditional phrases and other complex grammatical structures. It does not imply simplifying the concepts.

Translate key words and relevant sentences into the student's native language
This can be tape recorded in the student's native language and English. Both oral and written translations are desirable. This is not to suggest simultaneous translation but rather a few key words translated for comprehension.

Practice pronouncing the translation from the tape
Even if a bilingual resource person is available, it is important for the monolingual teacher to sincerely attempt to use the student's native language. This establishes an attitude of recognition and acceptance of the student's language.

A Framework for Curricular Adaptation

Training Text

Objective 4	**Participants will develop a framework for adapting curriculum to meet the needs of LEP special education students.**
Outcome 4.1	**Participants will name four (4) ways to adapt curriculum.**

Studies indicate that for most culturally diverse students the content of standard educational curricula is often irrelevant to them, if not in conflict with their cultural background. Although materials are improving, many do not provide representation of ethnic groups or handicapped persons. Suggested techniques are generally competitive in nature and geared toward an independent learner rather than the cooperative approach discussed earlier.

This situation presents a problem for the teacher who must work with with existing curricula and its limitations.

Although teachers lack the time to develop curriculum for their particular students' needs, there are ways in which teachers can make adjustments to the existing curriculum and materials used with culturally and linguisitically different exceptional students.

Involve the students

Be open to the kinds of cultural contributions students can make. Chinn (1979) makes the following observation:

> When the students have input, the curriculum is more likely to match their cultural background and learning style. Teaching can be conducted with relation to the student's experiences, relationships, and language.
>
> This can be accomplished in several ways. For example: a) adding a topic; b) allowing the student to express his experiences which are influenced by customs, religion and culture; or c) adding an activity such as art or music to deal with cultural differences.

A study with bilingual students revealed that when students had the opportunity to express their ideas, and when their ideas were incorporated into learning activities, pupils seemed to learn more and develop more positive attitudes toward the teacher and learning (Tikunoff, 1982).

Utilize a multicultural approach

Teach the true history of various cultures to all the students and stress their value to our world. Include past traditions as well as contemporary culture to avoid stereotyping.

Since American history books were generally written from the "melting pot" perspective, the ethnicity of many of our forefathers was ignored. Emphasize the accurate contributions of ethnic minority people to American heritage.

In the content areas, provide positive handicapped and minority role models. This can be accomplished through personal visits or by utilizing study units that focus on contributions of the various ethnic cultures. In this way students can be exposed to successful handicapped individuals and minority members of the community.

Sequence instruction

When making adaptations for a skill level, modify the sequence of the curriculum by: a) teaching prerequisite skills; b) breaking up the segments into smaller meaningful activities; and c) resequencing the activities to accommodate the learner.

Adapt to appropriate level

Quite often the capabilities of language minority children are underestimated. One study found that the focus of reading instruction in Spanish was higher than that of English reading groups with bilingual students. Instruction in English focused primarily on the mechanical task of practicing decoding skills, word sound or lexical meaning. Apparently teachers often assume that decoding is a prerequisite to comprehension and do not provide lessons at the student's receptive level. Problems with pronunciation and decoding commonly experienced by non-native speakers may erroneously indicate a lower ability level.

Objective 4	**Participants will develop a framework for adapting curriculum to meet the needs of LEP special education students.**
Outcome 4.2	**Participants will identify four (4) elements to be considered in adapting curriculum.**

Hoover and Collier (1986) suggest four elements that combine to define curriculum. Each of these areas should be considered when making curricular modifications. These areas are:

Content

This involves the subject area skills, knowledge and activities associated with the lessons. The content is typically developmentally and sequentially ordered so that one skill builds on previously learned skills.

Instructional Strategies

These are the methods and techniques used by the teacher as a vehicle for learning the content. Some of the strategies are suggested in the given materials while others are decided upon by the teacher.

Instructional Settings

This refers to the setting in which instruction is delivered. It may be via large group, small group, independent work and one-to-one instructional situations.

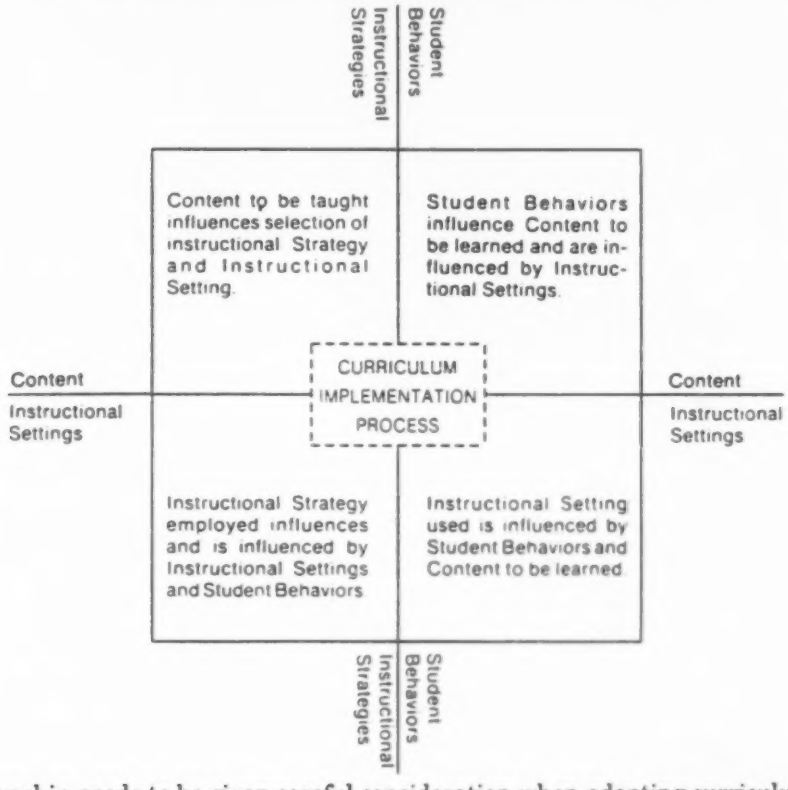
Student Behaviors

This is the manner in which students react to the instructional strategies, settings and content. Student behavior, or ability to control behavior, plays a role in making curricular decisions.

These areas are interrelated. When modification are made in one area, the other three areas are also affected. For example, when a skill required in a given lesson is not yet mastered, the teacher modifies the content of the lesson by introducing a prerequisite skill. That modification influences the decisions made regarding instructional setting—is there a small group that could also benefit or is individual instruction most appropriate? Which setting would be most effective with this particular student? The student's behavioral limitations will also have an impact on those decisions. If the student has difficulty staying on task, the strategy used in a one-to-one situation may not be effective when using a small group setting. To illustrate this concept consider the following graph.

TRAINER'S NOTE: Put transparency/handout #22 "Interrelationship Between Curricular Elements in the Curriculum Implementation Process" on the overhead. Read information in each quadrant.

Interrelationship Between Curricular Elements in the Curriculum Implementation Process


Instructional Strategies
Student Behaviors
Content to be taught influences selection of instructional Strategy and Instructional Setting.
Student Behaviors influence Content to be learned and are influenced by Instructional Settings.
CURRICULUM IMPLEMENTATION PROCESS
Content
Instructional Settings
Content
Instructional Settings
Instructional Strategy employed influences and is influenced by Instructional Settings and Student Behaviors.
Instructional Setting used is influenced by Student Behaviors and Content to be learned.
Instructional Strategies
Student Behaviors

This interrelationship needs to be given careful consideration when adapting curriculum.

Supporting Ethnic Minority Parents of Handicapped Students in the Educational Process

Training Text

Objective 5	**Participants will develop a framework for supporting ethnic minority parents of handicapped students in the educational process.**
Outcome 5.1	**Participants will identify five (5) ways in which to support and involve parents in the educational process.**

Discussion Lead-in:
How many of you are parents? What kinds of concerns would you have if your child was in special education? What would encourage you to come to school? What would have a negative effect?

TRAINER'S NOTE: Field a few responses from the audience. Be sure to keep the comments relative to special education—they may want to share about their child's actual school experiences.

Whether or not you are a parent, try to put yourself in this situation:

> Your child is four years old and seems a little slow in development. From the beginning he has been hard to handle. Your spouse just got a transfer overseas. It seems like you barely get acquainted with the language, customs, transportation system and food in this new country when it's time for your son to begin school.
>
> After a few months in school, the teacher tells you your son has problems and a handicap is suspected.
>
> Now you not only have to deal with the reality of the problem but the possible cultural differences in terms of attitude toward handicaps, diagnostic methods and placement considerations among other things. You may even be unsure of all that was said due to the difference in language.

This scenario may not be very different from the story of some of your students and their families.

As teachers we often look to the family for assistance with special education students. However, Robert Marion (1979) makes the point that for most minorities, particularly Black and Hispanic, special education programs have not served them well. In this light, lack of enthusiasm toward the school is understandable.

Perhaps more importantly, the parents of a handicapped child often cannot be a support giver because they need support. As special educators, we are the professionals

with training in dealing with handicaps. The parents are the clients—not the caretakers. In most cases the parents care a great deal about their child's education. So how can the gap between home and school be overcome?

Naturally, there will be variation among people. Each family situation must be approached on an individual basis. The following are suggestions that have proved successful for other teachers working with culturally different parents.

Friendly, Yet Respectful Teacher Attitude
The attitude toward education varies from culture to culture, but most commonly a teacher is treated with respect and esteem. Therefore, it is incumbent upon the teacher to approach parent contact with an attitude worthy of that respect. Problems arise when teachers act in too casual a manner and are overly familiar with the parent. On the other hand, teachers who do not take time to be cordial but immediately begin discussing the business at hand may be seen as abrupt and unapproachable to parents. This is particularly true with parents who may be intimidated by authority.

A pleasantly warm yet respectful manner in dealing with Hispanic, Black, Asian and other culturally diverse parents will help establish a cooperative relationship between home and school.

Child Care
An often overlooked factor is that many parents have other children for whom they have no child care. Typically conferences are held after school when, in addition to preschool children, school-age children are home and need supervision.

Arrange to have someone available at school to supervise the student's siblings while you meet with the parent. This can be a paraprofessional, community worker or older students.

Interpreter/Translator
If you know the parent is limited in English proficiency, find someone to serve as interpreter, especially for the initial invitation to school. The parent may be uneasy about a new situation and if they do not fully understand what to expect, that anxiety is increased. The interpreter may be any person trained as an interpreter/translator such as a paraprofessional, school staff member, bilingual teacher or student.

Parent Activities
One of the most effective ways to increase parent involvement is to plan activities which are relevant to the parents. These activities may be social in nature such as an ethnic meal (pot luck) to get acquainted or an activity in which the students perform for the parents. Another type of activity involves instructing parents and students side by side. Topics range from presentations on nutrition or drugs to actually demonstrating an academic strategy to be practiced at home. Parents and students make flash cards or manipulatives and the teacher demonstrates the technique. Other relevant topics include school policies, explaining report cards, graduation requirements and procedure for obtaining health benefits and other government services.

Classroom Assistant
Parents can be used effectively in the classroom in many ways. The key to gaining their participation is to let them know specifically what their task will be and make sure they are comfortable with the assignment. Then, set the task up so there is no

chance for embarrassment or failure. For example, a parent can work with a student or group of students on drill activities such as memorization of multiplication facts. Give the parent flashcards with answers to avoid any uncomfortable situation.

Parents are good resources in terms of being guest speakers. They may demonstrate hobbies or cooking skills, discuss their occupations, talk about child care or family budgeting. Many parents have talents that they may not recognize as such. For example, meal planning and cooking are important skills parents probably take for granted. Making ends meet on a small budget requires cost-saving techniques that would be a good, practical math lesson. Some parents may make crafts or enjoy music. There are unlimited possibilities for parents to contribute in these ways.

Other activities to involve parents might include supervising an event or correcting students' papers (with answer key provided).

Family Characteristics

Sometimes negative stereotypes about minority families discourage teachers from making the effort to involve and support parents.

Actually, studies have shown family strengths that are very different from typical stereotypes (as cited in Marion, 1979).

Black Families

- Strong kinship bonds
- Strong work orientation
- Adaptability of family roles
- High achievement orientation
- Strong religious orientation

Hispanic Families

- Family solidarity
- Expressiveness
- High achievement orientation
- Strong religious orientation
- Cooperation

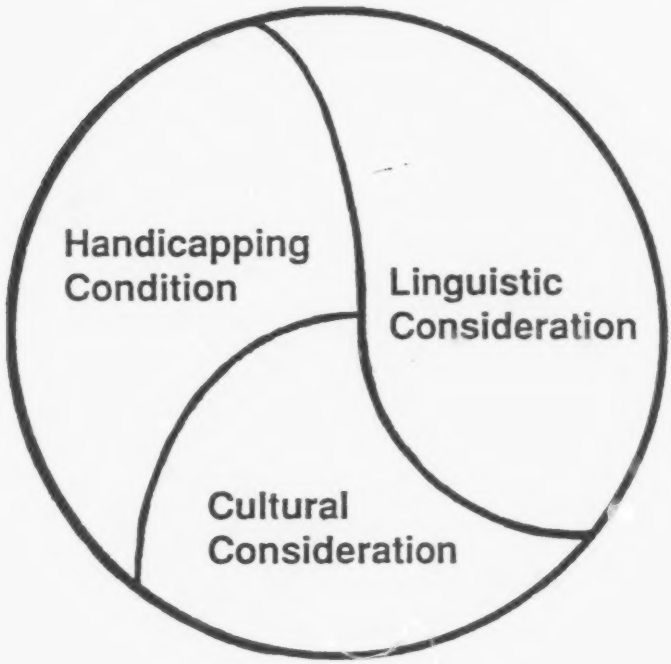
Asian Family

- Harmony
- Respect for hierarchical roles
- Benevolence in interpersonal relationships
- Reverence for ancestors and the past
- High achievement orientation

Understanding minority family strengths could help special education teachers design constructive ways to involve and support these parents in the educational process.

SECTION III

Instructional Strategies For Crosscultural Special Education Programs



Instructional Strategies
for Crosscultural Special Education Programs

Introduction for Trainers

Overview

This section of the manual is specifically designed to provide teachers with strategies for teaching culturally and linguistically different exceptional students. As was emphasized time and again in Section II, approaching the strategy with cultural and linguistic concerns in mind is as important as the strategy itself. It is this re-thinking of the manner in which instruction is delivered that makes the difference.

Three strategies are introduced in this section. With the exception of the first strategy, English Language Development (ELD), you will present a portion of the strategy, then demonstrate that step, present another portion and demonstrate it, etc. As we know, modeling is an important part of teaching. The participants must have a clear idea of how to implement each strategy and trainer modeling may be the best means by which this is accomplished. Finally, participants will demonstrate the new strategy. Be sure to correct any inaccuracies in the participant's demonstration of the strategy.

Instructional Strategies for Crosscultural Special Education Programs

Objectives and Outcomes

English Language Development

Objective 1	**Participants will develop an understanding of instructional strategies to use in crosscultural special education programs.**
Outcome 1.1	Participants will demonstrate the techniques used in English Language Development (ELD).
Outcome 1.2	Participants will demonstrate the strategy of concept attainment.
Outcome 1.3	Participants will demonstrate the visualize-verbalize strategy.

English Language Development

Training Text

Objective 1	**Participants will develop an understanding of instructional strategies to use in crosscultural special education programs.**
Outcome 1.1	**Participants will demonstrate the techniques used in English language development (ELD).**

TRAINER'S NOTE: Provide participants with the outline handout #23 "English Language Development" and encourage them to take notes.

English Language Development

- Thematic Units
- Language Methods
- Reading Aloud
- Sustained Silent Reading
- Language Experience Approach
- Personal Dictionary
- Interactive Journals

English Language Development

The term English Language Development, or its acronym ELD, is used to indicate that this approach is designed to develop students' English language skills. This includes native English speakers, limited English proficient youngsters, speakers of Black language, and non-English speaking students. The emphasis is to develop standard English skills through activities that provide comprehensible input.

There are an infinite number of ways to develop one's language proficiency—ELD involves only a few of such activities and methods. The activities presented may be incorporated together as a total program, or used separately, as appropriate.

One of the components of ELD is the implementation of:

Thematic Units

This approach is used to augment the curriculum by introducing a theme around which instruction centers. It is effective in vocabulary and concept development for the limited English proficient student and speakers of Black language. Moreover, it introduces topics and concepts which will increase the students' general knowledge—something all special education students need.

An example of a theme might be Native Americans. In this case, math manipulatives may be feathers, berries or any other related item. Reading groups would be introduced to books about Native Americans and their way of life. This includes fiction, non-fiction, poetry, biographies, etc. Health lessons may include a portion on medicinal practices of Native Americans. Bulletin boards would reflect the theme and possibly display art projects related to the theme. Music is also a great way to bring the theme to life, as well as utilizing a variety of media.

Instruction is not exclusively geared toward the theme; indeed the core curriculum may continue with the theme adding flavor to the day's study. How much time each day is spent on the theme is up to the individual teacher and teaching situation.

The theme may be changed monthly and be related to the month itself. For example, famous people's birthdays could determine the person to be studied each month, or the theme for September may be Mexico for its Independence Day, Germany may be studied in October, Native Americans in November, etc.

On the other hand, the theme may not have any particular timeline. The amount of time spent may vary, depending on the depth of the study—a couple of weeks to a couple of months. However, it is best if the theme lasts at least two weeks and is changed at least every six to eight weeks.

Theme topics provide an excellent opportunity for multicultural study. Topics may include well-known people from a variety of cultural backgrounds, significant ethnic minority role models the students may not be familiar with, various countries, various cultures, foods from around the world, clothing, housing, etc.

Other types of topics may include different geographical areas (desert, mountains, plains), different states and their customs, community awareness (public transportation, health services), civil responsibilities (water conservation, recycling, energy conservation), and health issues such as nutrition, vaccination, etc.

Another thematic-type approach that may be infused throughout the curriculum is life centered career education. Based on the life-centered career education activity books by Glascoe and Miller (1986), this approach is ideal for special education students because it breaks life skills down into competencies and teaches specific skills that handicapped students are often lacking. It also introduces culturally and linguistically diverse students to the language and behavior of the majority culture outside the school setting.

Curriculum areas addressed are daily living skills, social skills and occupational guidance and preparation. Designed for grades K-12, activities offer practical skill development in areas such as managing family finances, achieving socially responsible behavior and acquiring self-confidence. Activities can be modified for language proficiency level. Because they are often hands-on and concrete in nature, activities provide comprehensible input and build vocabulary.

The intent is not to encourage acculturation of ethnic minority students, but to provide students with exposure to the culture of most institutions and employers in this country. The message needs to be clearly communicated to students that familiarity with another culture's value system in no way diminishes the values inherent in their own culture. The important thing is to be able to function in both systems, as appropriate. This type of approach may provide a key for culturally different handicapped students who are seemingly locked out of much of mainstream American society, since many of the areas addressed involve skills for success outside the school setting.

Language Methods

This part of ELD uses the term Language Methods to include reading, writing, spelling, and oral language development.

These skills are intricately intertwined and should be taught together, as related parts of a whole. Sometimes in teaching language, the parts are broken down and isolated to such an extent that students can't see the forest for the trees. That is, they lose sight of what they are trying to do. We teach them parts and leave them to put the parts together into a whole—especially students with learning disabilities. So much instruction is directed at mastering the lower order of literacy skills using a traditional hierarchy that students never get to the actual process of reading.

In contrast, ELD approaches language as a whole. An ELD language lesson may involve students reading a book at their level which they selected. After reading, the student draws a picture of the events of the story in sequential order. If language skills permit, the student may tell the group about the story.

Another type of language lesson would involve the teacher reading to students and including them in the lesson by discussing pictures, parts of the story, information related to an event in the story, and other oral language development activities. Interaction plays a large role in this process. After the story, the group might write a paragraph together summarizing the story.

This type of language lesson incorporates all the skill areas, yet is fun and interesting. Moreover, it provides a rich opportunity for developing language proficiency.

Some other methods for developing English language are:

Reading Aloud

This means daily reading to the class by the teacher. This is appropriate for all age groups—in fact, high schoolers may be the most receptive. The teacher selects an appropriate book, given the students' comprehension, maturity and English proficiency levels. Each day the teacher reads part of the story to the students—simply for the enjoyment of it! No follow-up dittos or comprehension tests at the end. The vast majority of students will eagerly look forward to the day's episode.

Linguist Stephen Krashen (1982), cites research which indicates that the best readers are those students who were read to as children. What does that tell us? Certainly one thing it tells us is that a lot about the process of reading must be picked up when one is exposed to the language and pattern of reading. Research also shows that in one study, students who worked in basals and their accompanying worksheets did not make any more progress over a period of time than students who did pleasure reading with no follow up. The group that showed the most improvement were student who did pleasure reading and then discussed the stories afterward.

Sustained Silent Reading

This simply means that students will select a book of their choice and read it silently for a given period of time. When the teacher also participates in the pleasure reading experience, all the better. Students begin to realize that reading can be enjoyable.

Do you as teachers allow enough time for pleasure reading? This is something you need to examine. Think about the way we develop reading skills for culturally and linguistically different exceptional students. When the student is limited in English proficiency, it makes sense that the student will learn more efficiently when words and concepts are presented in a contextual whole, rather than in isolated words and sentences.

Language Experience Approach

Most of you are probably familiar with this or a similar method. It involves eliciting from students their thoughts about a topic relevant to their own experience. Depending upon language level, students may dictate their story as the teacher records it. Then, the student may draw a picture to illustrate the story. A variation of this is to take a photo of a class activity, field trip, school function, etc. The teacher makes a photocopy of the photograph placed at the top of a sheet of paper. The student takes the paper and either writes about the experience or dictates it to the teacher.

Personal Dictionary

Each student is given a booklet which may contain a few commonly misspelled words. Each page is marked with a letter of the alphabet, like a dictionary. The student writes words on the appropriate page that are frequently problems. This becomes the student's personal dictionary to which he continually adds new words.

Interactive Journals

Most of us are familiar with some type of journal writing process—many of which involve the teacher coming along after the student writes and correcting any and all errors in the entry. Interactive journals differ in that they involve an authentic exchange of thoughts and feelings between the teacher and student. The premise behind this method is that the traditional hierarchy of skills works better in reverse. That is, acquisition of skills will naturally take place as a by-product of involvement in a meaningful whole activity. Modeling of correct spelling, punctuation and grammar in the teacher's response will help develop those skills.

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As discussed in the section on developing a positive affective classroom environment, the teacher must be genuine because students sense the difference. Sincere, authentic comments by the teacher will communicate to the student that he is valued.

English language development is a process by which standard English proficiency is developed in special education students. The methods are not necessarily new but have been shown to have the potential to work effectively with culturally and linguistically different exceptional students.

Objective 1	**Participants will develop an understanding of instructional strategies to use in crosscultural special education programs.**
Outcome 1.2	**Participants will demonstrate the strategy of concept attainment.**

Concept Attainment Definition

Concept attainment is similar to categorization activities which identify and place events into classes by using certain criteria and ignoring others. However, with concept attainment, the concept is pre-established. It, then, is a process by which students are guided to a concept by asking them to compare and contrast information based on the characteristics of given examples. Examples that have the same attributes as the concept and those that do not have the same attributes are both presented. That is, if the concept is "deserts," the teacher would give attributes that the concept contains, such as "hot" and "cactus," as well as those which the concept does not contain, such as "rainy" and "fish live there." The teacher guides students by saying, "This is a 'yes'" as in the case of cactus and, "This is a 'no'" when introducing "rainy." The following scenario illustrates the process.

TRAINER'S NOTE: Distribute handout #24 "Concept Attainment Scenario" handout and read aloud as participants read silently.

Concept Attainment Scenario

Mr. Jung's sixth grade class has been studying North American Indians. They have collected data on tribes, their food and shelter, population, types of arts & crafts, location and proximity to natural resources.

Working in committees, the students have collected information and summarized it on a series of charts which are now hanging around the room.

Mr. Jung says, "Let's try a series of exercises designed to help us understand these people better. I have identified a number of concepts that help us compare and contrast them. I am going to label our charts 'yes' or 'no,' depending on whether they are examples of the concept. If you look at the information we have and think about the

populations and other characteristics, you will identify the ideas I have in mind. I'm going to start with a group that is a 'yes' which exemplifies my concept. I'll also tell you when one is a 'no.' Think about what the yeses have in common. After the second yes, write the idea you think connects those two peoples and keep testing your ideas as we go along. Let's begin with the Northwest Coast Indians." Mr. Jung says "yes."

The students look at the information about Northwest Coast Indians, their food, housing, arts and crafts. Then, Mr. Jung points to the Plains Indians.

"Plains Indians are a 'no,'" he says. Then he points to the Plateau Indians. "Here is another 'yes'," he comments. The students think a minute. Two or three raise their hands.

"I think I know what it is," one offers.

"Hold on to your idea. See if you're right." He then selects another "yes"— Indians of the Southwest—"Eastern Woodland Indians are a 'no'." He continues until all students think they know what the concept is, and then they begin to share concepts.

"The yeses all lived on fish," says Jill.

"The Southwest Indians were farmers," objects Salvador. "I think all the yeses are basket makers."

Finally, the students agree the yeses are all groups that developed basketry.

"That's right," agrees Mr. Jung. "That's exactly what I had in mind. Now let's do it again. This time I want to begin with Plains Indians, and now it is a 'yes'."

The exercise is repeated several times. Students learn that Mr. Jung has grouped the Indians on the basis of their relationship to waterways, natural resources, housing and several other dimensions.

The students are beginning to see patterns to their data. Finally, he says, "Now, each of you try to group North American Indians in a way that you think is important. Then, take turns and lead us through this exercise, helping us to see which ones you place in which category. Then, we'll discuss the ways we can look at Indians and how we can use different categories for different purposes.

TRAINER'S NOTE: After reading through the scenario, continue with manual text.

Application

Concept attainment is a strategy that requires intermediate English language skills unless it is conducted in the students' primary language. It may also be used with a LEP student if a peer or other person is available to translate. Pictures or other visuals may be utilized to convey an idea, in addition to the written word process that is typically used with this strategy.

This strategy functions as a culturally relevant lesson when the concept to be attained is related to the students' culture.

It is applicable to crosscultural special education students because it builds cognitive/ academic language proficiency as well as develops thinking strategies. Let's consider how these strategies may be developed.

Strategies

First, by examining the way a student approaches the information in the examples, it can be ascertained what thinking strategy the student uses. If he just looks at certain aspects of the information, he uses a partistic strategy. On the other hand, if he keeps most of the information in mind, he uses a wholistic strategy.

Ask the students to recount their thinking as the process progresses. Ask such things as, what did you think at the beginning, why did you think so and what changes did you make?

By identifying the type of strategy used, the student can try new ones in subsequent lessons and observe the effect of the changes.

To encourage the use of a specific strategy, change the presentation of the examples. For a wholistic approach, provide examples pair by pair. The students must examine the multiple attributes of the examples rather than keying in on a specific one. To promote a partistic approach, present the students with a number of examples labeled positive or negative. In this way, students must scan the data and select a few hypotheses on which to operate.

Implementation

In preparation of the lesson, the teacher needs to decide upon a concept, which will be the objective of the lesson. Then he should write down the defining attributes and the kind of data that will be presented to the students. Consideration should be given as to whether the concept is new to the students and whether it is culturally appropriate.

The following is an example of the process.

TRAINER'S NOTE: Using chalkboard, overhead or butcher paper, draw a vertical line down the center to create two columns. At the top of the left column, write "yes" and at the top of the right, write "no." The concept is "telephone." Write the clues in the appropriate column as you tell them.

I'm thinking of a concept that is a thing. The first clue is, "Yes, invented long ago." The second clue is also, "Yes, has several components." The next clue is, "No, can tell time." Another, "Yes, has a speaker." Another, "No, plays music." Another "Yes, means of communication."

At this point, students compare and contrast the function of the positive and negative examples and write down the common elements. As they begin to decide what the concept is, the teacher presents more positive and negative examples to guide them. As my "students," you may follow this process with the examples we have here.

TRAINER'S NOTE: Participants will want to begin guessing. Tell them that part of the process is that nobody tell what they think the concept is until a given time. You may ask for a show of hands as to who thinks they know, but do not accept guessing yet.

Let me give you a few more examples. Typically, about twenty examples would be presented to provide enough information against which the students would scrutinize their idea.

This example is a no—Is exclusively made of metal. Another yes—Comes in many colors and styles.

Now, who thinks they know the concept?

TRAINER'S NOTE: Call on a participant to share an idea and how it was arrive at. Then allow others to either agree or challenge the concept. Depending upon the response, you will either provide other examples to negate the incorrect concept or, if the concept was guessed correctly, continue with the text.

At this point, the teacher asks students to give both positive and negative examples for the concept. This reinforces the concept and will assist any student who is still not sure how the concept was arrived at. Let's add three or four to complete the process.

TRAINER'S NOTE: Write a couple positive examples and negative examples from the audience. This will complete the process for the time being.

Trainer Demonstration

Now that you've had an example, I will take you through the process.

TRAINER'S NOTE: Again, use the chalkboard, overhead or paper with a "yes" column and a "no" column. Write the examples in the appropriate column. The concept is "adverbs."

The first one is a yes — Our team returned to the school triumphantly after winning the state championship.

Now a no — After the game, the coach gave a speech.

Yes — The old man walked briskly.

No — The odor filled the room.

How many of you think you know the concept? Write down what you think the examples have in common. Hang on and test your idea with these next few examples.

Yes — The tiny dog barked loudly at the mailman.

No — He swam across the pool.

Yes — The vacation unexpectedly had to be postponed.

No — She felt a sharp pain in her neck.

Now, who has an idea of the concept?

TRAINER'S NOTE: Call on a few participants. Ask them how they decided upon their concept. Follow the process in the above scenario. If they do not get the concept "adverbs" present more examples. When they do arrive at "adverbs," ask the audience to provide some examples and you write them down.

The final activity is for you to describe your thinking as you arrived at the concept and how you used the information that was given. Any volunteers?

TRAINER'S NOTE: Let a few participants share and then ask for a volunteer to do a concept attainment process with the group.

Volunteer Demonstration

TRAINER'S NOTE: Ask the volunteer privately what concept will be introduced. Make sure it is one that will be clear, without consideration of attribute values. Assist the volunteer as needed in following the process accurately. If time permits, you may have two or three different concepts presented by volunteers.

The concept attainment process is valuable in developing thinking skills and strategies. In addition, when geared to do so, it can be an excellent way of building vocabulary based on information the student already knows.

Objective 1	**Participants will develop an understanding of instructional strategies to use in crosscultural special education programs.**
Outcome 1.3	**Participants will demonstrate the visualize-verbalize strategy.**

TRAINER'S NOTE: For the demonstration of this strategy you will need a large picture card and a story book.

Discussion Lead-in:
How many of you visualize as you read? In other words, do you know what the characters and setting look like? Somebody tell us how that is done.

TRAINER'S NOTE: Call on a volunteer to explain how he/she visualizes the material as it is being read.

Did you know that not everybody creates a picture of what they read? In fact, research indicates that good readers visualize and poor readers do not. What we are going to learn today is a strategy to train students to picture the story in their minds to enhance comprehension and recall skills.

You see, our students are part of the media generation. They watch countless hours of television, videos and movies. In order to use that to their advantage in school, point out that they need to make a movie in their head as they read. Draw the parallel between a story in writing and one on the screen. Emphasize that their mind can function like a television screen— and they create the story. The important thing is, make it fun!

The first step of this strategy is to train students to notice the details of a picture so they in turn will create a more detailed picture in their minds. This step should be done one to one or in a group of no more than three students.

TRAINER'S NOTE: After describing each step, you will demonstrate it for the audience. Since you will need a few participants to play the role of students, ask for volunteers before you begin. That way, you, know who will assist you and you can move smoothly into the demonstration without pausing to coax participants to volunteer.

Step 1

The student is shown a picture card and asked to study it. The picture should be quite detailed and relevant to the student's culture, if possible. The teacher begins by asking the student what he sees. As the student names objects, the teacher may need to ask probing questions such as, "What is on the bed?" "What is the man wearing?" "Do you think it is hot or cold?" etc. Try to elicit as many details as possible without the student losing interest. Provide vocabulary words as needed.

After the student has adequately described details, take the card away and ask the student to picture the scene in his mind. Tell him to describe what he sees. The teacher may ask questions to assist in the recollection of details. Again, this is not an evaluation of language, so generously assist with vocabulary as needed.

When he is finished, show the picture card again and compare his recall to the actual scene. Make sure that this is done in a very positive way. If it is approached like a game, the student will be challenged; if like a test, the student will get discouraged.

TRAINER'S NOTE: Designate one of the volunteers a student. Proceed to demonstrate Step 1 as it is described above, making sure it is approached as an enjoyable activity.

This step may need to be repeated several times until the student develops the skill sufficiently to move to Step 2. Other students may need only to go through the step once or twice. Remember, the student may develop the skill but lack English vocabulary. When the skill is attained, move to the next step.

Step 2

First, the teacher tells the student that he will be told a story and should picture the story in his mind as he listens. The teacher then tells the student a short story. Naturally, the story will be at the student's level of English proficiency and may even be relevant to the student's culture. It may be an actual event that occurred recently, a description of a place or the teacher may make something else up. When the story is finished, the student is asked details about it such as the color of the clothes, the weather, other objects near the character, time of day, etc. When the student is LEP, accept gestures as a means of describing details or permit the student to draw what he visualized.

Encourage the student to be creative as he pictures events. Emphasize that there are no right or wrong answers aside from getting the sequence correct. The details are any way he visualizes them—after all, it is his movie to create.

TRAINER'S NOTE: To demonstrate Step 2 you may describe an actual event or use the following story.

My house has a large glass door from the kitchen to the patio. Just past the patio is a gate that leads to the street. At night, when the house lights are on and the patio light is off, it is very dark on the patio. In fact, it is impossible to see out there unless you put your face to the glass door, cup your hands around you eyes to shield the inside light from your eyes and look out.

One night when I was home alone, I heard a sound outside. I glanced toward the glass door but, of course, I couldn't see anything since the patio light was off. I tried to ignore it. Then I heard an even louder sound. I was sure someone was there! Frightened, I ran to the lightswitch and turned the patio light on. The light revealed the source of the noise—a cat in the tree sharpening his claws!

Now ask the "student" to recount the story providing as many details as possible.

Ask the following questions to elicit more details.

— What was the person wearing?

— What color was the cat?

— Was the person sitting or standing when the noise was heard?

— If sitting, on what? What color was it? Size?

— Was the patio large or small? Was there furniture?

These questions will give participants an idea about the questioning procedure.

The aim of Step 1 is to develop an eye for and recollection of details presented in visual form. Step 2 encourages students to create their own details. When these skills are developed, move to Step 3.

Step 3

The teacher selects an appropriate story at the student's comprehension level. The student is instructed to create a picture of what he hears. The teacher will read a paragraph, one sentence at a time. After each sentence, the teacher pauses and and asks the student what he "saw." This procedure is followed through the end of the paragraph. At that time, the student is asked to recall the events of the paragraph.

Once the student is able to visualize each sentence, the teacher reads a story one paragraph at a time, pausing after each one to hear about the picture. At the end of the story, the student is asked to "play back the movie" he created and tell it from the beginning. Often using the concept of viewing a movie helps with comprehension and recall. Pay close attention to the sequence and amount of detail given. This will help gauge areas that need more work. The way the student expresses himself is not important but the concept is what the teacher needs to check for understanding.

Encourage students to use visualization other than when specifically working on it: when reading; when listening to something; when getting instructions; when being read to; etc. Emphasize that visualizing can be used outside of the classroom as well. Many times this must specifically be pointed out to students—they do not generalize skills. The teacher may even give examples using actual teacher's names, i.e. "When Mr. Chan reads from the health book, picture what he is talking about; when Mrs. Robinson gives you instructions, picture what you are supposed to do; during reading group or silent reading, create a movie of the events of the story to help you remember," etc.

Until this becomes a habit, continue to remind students to visualize. Practice with them from time to time.

TRAINER'S NOTE: Instruct students to break into groups of two. Give them seven (7) minutes to practice this strategy with each other.

Conclusion

These strategies may not be new to teachers, nor are they a panacea to eradicate the learning problems experienced by culturally and linguistically different youngsters. However, they are a sample of the kinds of effective strategies observed being used by crosscultural special education teachers. Hopefully, when implemented by teachers knowledgeable about cultural and linguistic issues, they will be additional tools to use in the education of language minority students.

Instructional Strategies for Crosscultural Students With Special Needs

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